

Heath Social Studies



The World Past to Present



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Heath Social Studies

**The World
Past to Present**



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The World Past to Present

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Contents

Reviewing Map and Globe Skills 2

- Using a Legend 2
- Reading an Elevation Map 4
- Using Scale 6
- Using Directions 8
- Using a Grid 10
- Using Latitude and Longitude 12
- Following Circle Routes 14
- Understanding Earth's Movements 16
- Reading a Climate Map 18
- Words for Land and Water 20

Unit One

The World Long Ago: In the River Valleys 23

- Chapter 1 Southwest Asia 25**
- Hunting and Gathering 26
- Study Help: Reading for Facts 29**
- The First Farms 30
- Study Help: Reading a Time Line 35**
- The Start of Cities 36

- Chapter 2 Egypt 43**
- How Egypt Became a Nation 44
- Study Help: Reading for Reasons 48**
- Why Egypt Stayed United 49
- What Egypt Gave the World 53

Unit Two

The World Long Ago: Along the Mediterranean 59

- Chapter 3 Ancient Greece 61**
- The Greek Way 62
- Study Help: Reading for Reasons 68**
- Defending the Greek Way 69
- The Spread of Greek Ideas 74

Chapter 4 The Rise of Rome 79

- Early History 80
- Conquering Others 84
- Study Help: Reading Maps for History 87**
- A Time of Changes 88

Chapter 5 The Roman Empire 95

- A Time of Peace 96
- Study Help: Reading for Main Ideas 101**
- Challenges to Rome 102
- The Fall of Rome 105

Unit Three

The World Long Ago: Asia 111

Chapter 6

- The Islamic Empire 113**
- The Beginnings of Islam 114
- Building an Empire 119
- Study Help: Putting Things in Order 122**
- A Great Civilization 123

Chapter 7 Ancient India 129

- The Growth of Indian Civilization 130
- Study Help: Reading for Main Ideas 134**
- The Golden Age of India 135
- The Muslims in India 140

Chapter 8 East Asia 145

- The Chinese Way of Life 146
- China's Golden Age 152
- Study Help: Following Routes 155**
- Chinese Culture in Japan 156

Unit Four **The World Long Ago:** **Africa and the Americas 163**

Chapter 9 African Empires 165

Empires in West Africa 166

Study Help: Using Scale 170

An Empire in the Rain Forest 171

Empires in East Africa 174

Chapter 10

Civilizations in the Americas 181

The First American Civilizations 182

Study Help: Learning New Words 186

The Maya 187

The Aztec Empire 190

The Inca Empire 192

Unit Five **The World Long Ago:** **Europe 199**

Chapter 11

Europe in the Middle Ages 201

The Start of a New Age 202

Study Help: Making an Outline 207

Europe in 1066 208

A Time of Changes 211

Chapter 12 The Beginnings of Modern Europe 219

New Opportunities 220

Study Help: Seeing What Is Alike and
Different 223

The Renaissance 224

The Rise of Nations 228

Changes in Religion 230

Chapter 13

Europeans on the Move 237

Europeans Go Exploring 238

Building Empires 243

Study Help: Using Latitude and
Longitude 248

The Results of Exploration 250

Unit Six **A Changing World 257**

Chapter 14

The Age of Revolutions 259

Changes in England 260

Study Help: Putting Things in
Order 264

The Revolution in France 265

More Declarations of
Independence 272

Chapter 15

The Industrial Revolution 277

The Start of the Revolution in
Britain 278

Study Help: Reading a Graph 283

New Ways of Life 284

The Spread of the Industrial
Revolution 288

Chapter 16

The World at War 295

The First World War 296

Study Help: Reading for Facts 302

The Years between the Two World
Wars 303

The Second World War 308

Unit Seven **The World Today:** **Europe 317**

Chapter 17 Western Europe 319

Land and People 320

Study Help: Reading for Main
Ideas 324

France 325

The Low Countries 328

Chapter 18

Southern Europe 333

Land and People 334

Study Help: Reading for Facts 338

The Iberian Peninsula 339

The Italian Peninsula 341

The Balkan Peninsula 344

Chapter 19 Central Europe 349

Land and People 350

Study Help: Comparing Maps 354

Two Germanys 356

Communist States 359

The Neutral Nations 362

Chapter 20 Northern Europe 367

Land and People 368

Study Help: Reading Tables 373

The British Isles 374

The Nordic Countries 378

Chapter 21 The Soviet Union 385

Land and People 386

Study Help: Reading a Time Zone Map 392

The Soviet System 393

Land of Many Resources 396

Unit Eight

The World Today: Southwest Asia and North Africa 403

Chapter 22 Southwest Asia 405

Land and People 406

The Eastern Mediterranean 410

Study Help: Comparing Graphs 414

The Oil-Rich Gulf Nations 415

Chapter 23 North Africa 421

Land and People 422

Study Help: Seeing What Is Alike and Different 425

Egypt 426

The Maghrib: Lands to the West 429

Unit Nine

The World Today: Africa South of the Sahara 435

Chapter 24

West and Central Africa 437

Land and People 438

Study Help: Reading for Facts 444

Nigeria 445

People's Republic of the Congo 448

Chapter 25

East and South Africa 453

Land and People 454

Kenya: A Country in East Africa 459

Study Help: Comparing a Table and a Graph 462

The Republic of South Africa 463

Unit Ten

The World Today: Asia and Oceania 469

Chapter 26 East Asia 471

Land and People 472

Study Help: Seeing What Is Alike and Different 477

China 478

Japan and Korea 482

Chapter 27 South and Southeast Asia 489

Land and People 490

South Asia 494

Study Help: Reading a Population Density Map 497

Southeast Asia 498

Chapter 28 Lands of the South Pacific 505

Land and People 506

Australia 511

Study Help: Reading a Land Use Map 514

Island Nations 515

Unit Eleven

The World Today:

The Western Hemisphere 521

Chapter 29 South America 523

Land and People 524

Study Help: Making an Outline 529

Argentina 530

Peru 532

Brazil 534

Maps

Political Map of Europe 3

The Middle East: Elevation 4-5

Countries of Africa 6

Mali 7

The World: Continents and Oceans 9

London, England 11

Latitude Lines (Parallels) 12

Longitude Lines (Meridians) 12

The World: Latitude and Longitude 13

Over the North Pole 14

Across the Pacific 15

World Climates 18-19

The Beginnings of Farming 30

The Fertile Crescent, 5000 B.C. 32

The Nile River Valley, 3000 B.C. 44

The Egyptian Empire, 1570-1170 B.C. 47

Greek Settlements, about 600 B.C. 63

The Persian Empire, about 500 B.C. 69

Empire of Alexander the Great, 326 B.C. 76

Rome and Carthage, 265 B.C. 85

Growth of Roman Power, 509-133 B.C. 87

Hannibal's Route, 218-203 B.C. 93

The Roman Empire at Its Height, A.D. 117 96

The Arabian Peninsula 114

The Muslim Empire, A.D. 750 120

The Spread of Islam 127

Ancient India 130

The Gupta Empire, A.D. 320-467 135

The Mughal Empires, 1523-1707 140

Ancient China 146

China under the First Emperor, 221 B.C. 150

China under the Tang, A.D. 750 152

China's Trade Routes, 700's 155

The Spread of Chinese Culture to Japan 156

Mali, 1230-1480 167

viii

Chapter 30 North America 539

Land and People 540

Canada 546

Study Help: Using a Graph 548

Mexico 549

Central America and the Caribbean
551

Atlas 556

Glossary 569

Index 577

Acknowledgments iv

Trade Routes across the Sahara, 1400's 170

Benin, 1400's 172

Trading Cities of East Africa 174

Ancient Mesoamerica 182

The Maya 187

The Aztec Empire 190

The Inca Empire 193

The Hemispheres 196

German Kingdoms, A.D. 500 202

Charlemagne's Empire 204

Invasions of Europe, 700-1100 206

Trade Routes of the Middle Ages 213

The Spread of Protestant Churches in the 1500's
235

Trade Routes across Asia, 1200's 238

Portuguese Routes to Asia, 1400's 239

Columbus' Route to the Americas, 1492 240

Magellan's Route 242

Spanish and Portuguese Claims, 1500's 244

European Claims in the Eastern Hemisphere,
1700 247

Cities around the World 249

European Claims in the Western Hemisphere,
1700 250

Napoleon's Empire, 1810 270

Europe after the Congress of Vienna, 1815 271

New Nations in the Americas, 1825 272

Europe after the Unification of Italy and
Germany, 1871 274

Great Britain at the Start of the Industrial
Revolution 278

Industrialization of Europe, 1870 289

The World, 1900 296

World War I in Europe 299

Europe after World War I, 1923 304

Toward World War II in Europe 307
 World War II in the West 311
 World War II in the East 312
 European Alliances, 1980's 313
 Europe and the Soviet Union 316-317
 Western Europe: Elevation 320
 Western Europe: Land Use 321
 Southern Europe: Elevation 334
 Southern Europe: Land Use 335
 Central Europe: Land Use 350
 Central Europe: Elevation 352
 Central Europe, 1721 355
 Central Europe, 1815 355
 Central Europe, 1914 355
 Central Europe, 1923 355
 Northern Europe: Elevation 368
 Northern Europe: Land Use 370
 The Soviet Union: Vegetation Zones 386
 The Soviet Union: Elevation 389
 World Time Zones 392
 The Soviet Union: Land Use 397
 Countries of the Middle East 402-403
 Southwest Asia: Elevation 406
 Southwest Asia: Land Use 415
 Southwest Asia: Major Languages 419
 North Africa: Elevation 422
 North Africa: Land Use 429
 North Africa: Adult Literacy Rate 432
 Countries of Africa South of the Sahara 434-435
 West and Central Africa: Elevation 438
 West and Central Africa: Land Use 440
 Nigeria 445
 Africa, 1914 451
 East and South Africa: Elevation 454
 East and South Africa: Land Use 456
 Countries of Asia and Oceania 468-469
 East Asia: Elevation 473
 East Asia: Land Use 475
 South and Southeast Asia: Elevation 490
 South and Southeast Asia: Land Use 491
 South Asia: Population Density 497
 Monsoon Wind Patterns 503
 Australia: Elevation 507
 South Pacific Islands 508
 Australia: Land Use 514
 Countries of North and South America 520-521
 South America: Elevation 525
 South America: Land Use 527
 North America: Elevation 541
 North America: Land Use 543

The Panama Canal 554
 Countries of the World 556-557
 World Natural Vegetation 558-559
 World Population Density 560-561
 Europe: Political 562-563
 Asia: Political 564
 Africa: Political 565
 North America: Political 566
 South America: Political 567
 Australia: Political 568

Charts, Graphs, and Diagrams

The Way Earth Moves 16
 Seasons 17
 Land Forms 20-21
 Making a Stone Age Tool 27
 A Sumerian Ziggurat 36
 Pyramid of Egyptian Society 49
 The Building of a Pyramid 52
 Making Paper from Papyrus 54
 The Acropolis of Athens 72
 Building a Roman Road 97
 A Roman Town House 99
 An Islamic Water Clock 126
 Teotihuacán 184
 Maya Counting System 196
 A European Manor 210
 The Government of Great Britain 260
 Inventions of the Industrial Revolution 281
 Growth of Railway Mileage in Great Britain 283
 Number of People Entering the United States, 1871-1910 293
 Making a Polder 328
 The Languages of Scandinavia 371
 Average Monthly Temperatures for Two Cities (Regina, Canada; London, England) 373
 Per Capita Incomes of Northern European Nations 383
 Estimated Populations of Northern European Nations 383
 Oil Production in Southwest Asia 414
 World Crude Oil Production 414
 Drilling an Oil Well 416
 Percent of Total Population Living in Cities in Three African Countries, 1980 462
 Urban Population Growth 462
 An Artesian Well 513
 Population Changes in Five North American Countries 548

Reviewing Map and Globe Skills

Using a Legend

There is an old story about a famous king named Arthur. He ruled England long ago. When Arthur was a boy, he had a teacher named Merlin. Merlin was a wizard. He wanted to give the boy special training that would help him rule wisely. As part of Arthur's training, Merlin turned the boy into a bird and let him soar above the earth.

"Can you see England?" Merlin asked.

"Yes, I can see its rivers, valleys, and towns," Arthur answered.

"No, no," Merlin yelled impatiently. "I mean can you see England's borders, where the country begins and ends?"

"No," Arthur said. "That I cannot see. There are no lines on the earth that show borders."

Merlin smiled. He had wanted Arthur to learn that a country's boundaries are not made by nature. They are made by people.

The best way to see a country's boundaries is by looking at a **map**. A map is a drawing of all or part of Earth. Symbols on these drawings show where one country ends and another begins. These symbols can be lines, colors, or dots. A **legend**, or key, on or next to the map explains the symbols. On page 3 is a map that shows Europe today. Study the map and then answer the questions.

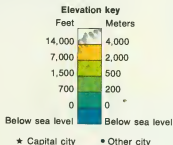
1. What symbol on the map shows boundaries?
2. (a) Today England is a part of the United Kingdom. What other countries belong to the United Kingdom? (b) How can you tell?
3. Sometimes a country's borders lie along a mountain range, desert, or body of water. Borders like these are natural boundaries. Which of England's borders is a natural boundary?
4. What are the capitals of the following countries? (a) France (b) Norway (c) Italy (d) Poland (e) Bulgaria (f) Italy



Political Map of Europe

- ★ Capital cities
- National boundaries
- ~ Rivers

The Middle East: Elevation



Highest point—Mt. Demavend
Elevation: 18,602 ft/5,670 m

Lowest point—Dead Sea
Depth: -1,296 ft/-395 m

Longest river—Euphrates R.
Length: 1,715 mi/2,760 km

Largest lake—Lake Urmia
Area: 2,239 sq. mi./5,800 sq. km

Area—4,710,665 sq. mi./12,200,568 sq. km

Population—242,616,000



Reading an Elevation Map

If you were to fly above the earth as Arthur did, you too would see what the land looks like. You would see mountains, hills, valleys, and plains. Maps can show these things too.

Elevation, or the height of land, is always measured from the surface of the ocean, or sea level. Elevation maps use color to show differences in **altitude**, or the height of land. For example, the area colored in brown on the map above is land that rises 7,000 feet or 2,000 meters above sea level.

Elevation, however, is only part of the story. In some places the land rises and falls sharply within a short distance. This is especially true of mountain ranges. Such places not only have high elevation but also high relief. Maps use shading to show high relief.



It is important to remember that high elevation does not always mean high relief. A **plateau** is flat or gently rolling land that stands high above sea level. There are no sudden drops or rises in elevation on a plateau. It therefore has a low relief.

Use the legend and the shading on the map of the Middle East to answer the following questions:

1. What color on the map is used to show land that rises 700 feet (200 meters) above sea level?
2. (a) What mountain range lies in Iran?
(b) Name one other mountain range in the region. (c) How high are the mountains in this range?
3. (a) What is the elevation of the land in the Plateau of Iran?
(b) Does this land have high relief or low relief?
4. Name a place that lies below sea level.

Using Scale



Which map above shows the larger area—the map on the left or the map on the right? Be careful how you answer the question. Do not let the size of the maps fool you.

In fact, the size of a map has nothing to do with the size of a place. The small map on the left shows the entire continent of Africa. The large map on the right shows only one country in Africa—Mali. So the smaller map shows a much, much larger area.

To help you figure out how large an area really is, mapmakers provide a **scale**. The length of a scale stands for a certain number of miles or kilometers on the map. You can use a ruler to find out how long the scale is. Or you can make your own ruler by marking the beginning and end of the scale on the edge of a piece of paper.



Study the maps and answer the following questions:

- (a) How many miles does an inch stand for in the map on the left? (b) How many miles does an inch stand for in the map on the right? (c) On which map does an inch stand for more miles?
- (a) Find Mali on the map of Africa. Measure the distance between Timbuktu and Bamako. (b) Now measure the same distance on the map of Mali. (c) Is your answer the same or different?

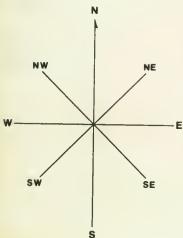
Using Directions

If you have ever given somebody directions to your house, you probably used words like *left* and *right* or *near* and *far*. Words like these are useful when you are telling someone how to get to your house. However, these kinds of words are not very useful when you are going from one part of Earth to another. People need a different way of giving directions.

Two guides help. The most northern point on Earth is the **North Pole**. The most southern point on Earth is the **South Pole**. No matter where you are on Earth, north is always in the direction of the North Pole. South is always in the direction of the South Pole. When you face north, east is to the right of north. West is to the left. These directions are called **cardinal directions**. There are also “in-between” directions called **intermediate directions**—northeast, northwest, southeast, and southwest. Many maps have an arrow that shows all or some of these directions. This arrow is called a **compass rose**.

The map on page 9 shows the **continents**, the largest bodies of land on Earth. It also shows the largest bodies of water, the **oceans**. Use the map and your knowledge of directions to answer the following questions:

1. Which continent is southeast of the Indian Ocean?
2. What four continents are west of the Pacific Ocean and east of the Atlantic?
3. Which continent is just south of Europe?
4. Which continent is south of Africa?
5. Find Asia. Is it northeast or northwest of Australia?
6. (a) Describe Europe's location in relation to Africa. (b) Describe it in relation to Asia.
7. (a) What ocean is north of Europe? (b) What ocean is west of Europe?
8. Find the Isthmus of Panama. (An **isthmus** is a narrow strip of land that connects two larger pieces of land.) (a) What continent is north of the Isthmus? (b) What continent is south of the Isthmus?
9. (a) Is the Isthmus of Suez at the northeast or northwest corner of Africa? (b) What continents does this isthmus connect?
10. What two continents are separated by the Ural Mountains?



11. (a) What is the most southern point on Earth? (b) Which continent is closest to it?
12. (a) What is the most northern point on Earth? (b) Which ocean is closest to it?
13. (a) Describe South America's location in relation to Africa.
(b) Describe it in relation to North America.
14. What ocean is east of Africa and west of Australia?
15. (a) What ocean is west of the Isthmus of Panama? (b) What ocean is east of it?
16. The islands of which continent extend farthest north?
17. (a) What ocean is north and east of South America? (b) What ocean is west of South America?
18. Describe the location of the Isthmus of Panama in relation to South America.
19. If you were at the North Pole and took a step away, in which direction would you have traveled?
20. Which continent lies east of Asia? (Clue: Remember Earth is round.)

The World: Continents and Oceans



Using a Grid

If you have ever had to find a seat in a stadium, you know that you begin by studying your ticket. If it says your seat is B2, you must find the second seat in row B. If your friend's ticket reads B3, she will be in the seat next to yours. A person holding a ticket for C2 will be in the seat behind you.

Street and road maps use a similar system to help people find a particular place. Mapmakers divide such a map into a **grid**—a series of lines that cross each other at right angles. The lines of the grid are labeled with letters and numbers.

To find a place on a grid map, you must first look up the name of the place in the map's index. The index uses letters and numbers to tell you where every place on the map is located. The numbers and letters help you find the correct grid location on the map.

For example, suppose you are in London, England, and you want to visit Buckingham Palace, the home of the Queen of England. The index below tells you that the palace is located at D4. Look on the map and find the rectangle where row D meets row 4. Buckingham Palace is in that rectangle.

Use the index and the map to answer the following questions:

1. (a) In what grid is the Science Museum located? (b) What museums are nearby?
2. Piccadilly Circus is the name of a famous area in London. It is the place where many busy streets meet. Find Piccadilly Circus on the map. Now find St. James' Palace. What route would you take to get from Piccadilly Circus to St. James' Palace?
3. Which is closer to the London Zoo, the Planetarium or Kensington Palace?
4. Find Kensington Palace on the map. What is the grid location of the museum closest to it?

Index

Buckingham Palace D 4

Planetarium B 3

London Zoo A 3

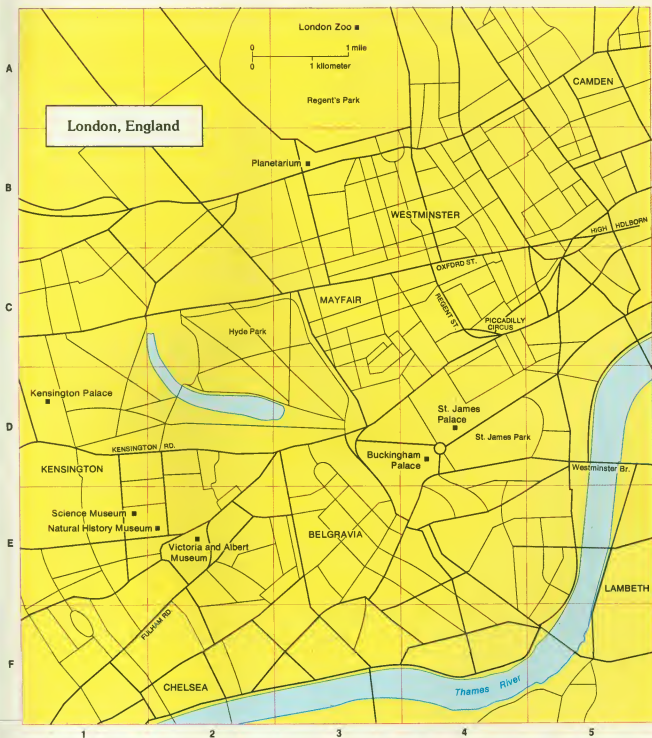
Kensington Palace D 1

St. James Palace D 4

Science Museum E 1

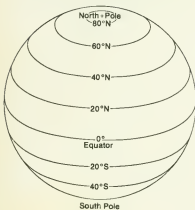
Natural History Museum E 2

Victoria and Albert Museum E 2

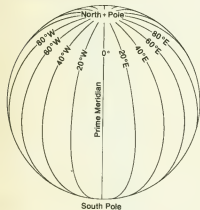


Using Latitude and Longitude

Latitude Lines (Parallels)



Longitude Lines (Meridians)



Have you ever wondered how an airplane pilot can fly long distances without getting lost? After all, there are no landmarks thousands of feet above the earth.

Airplane pilots use grids to figure out where on Earth they are. So do pilots of ocean liners. The grid they use is much like the one used on a road map. However, a pilot's grid is not labeled with letters and numbers. Instead, it uses degrees to mark off two sets of imaginary lines.

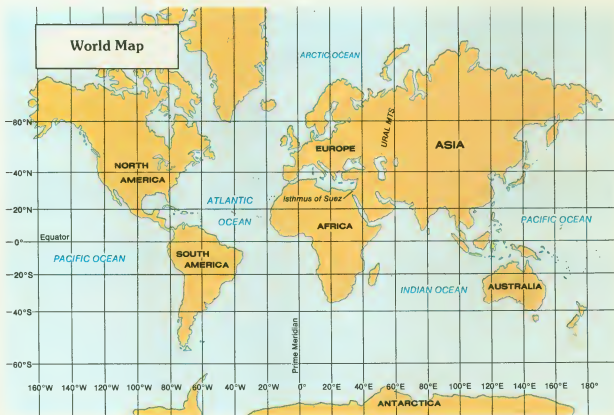
Look at the drawings on this page. One set of lines, called **parallels of latitude**, circles Earth from west to east. These lines are called parallels because the distance between them is always the same. The other set of lines, called **meridians of longitude**, runs from the North Pole to the South Pole. These lines do not circle Earth. They are also not parallel lines because they meet at the poles.

The starting point for measuring parallels of latitude is the equator. It is halfway between the North Pole and the South Pole. The equator is numbered 0° latitude. All places north of the equator are north latitude. All places south of the equator are south latitude. The places farthest away from the equator are the poles. The North Pole is 90° north latitude. The South Pole is 90° south latitude. As you can see, the longest parallel of latitude is the equator. The shortest parallels of latitude are at the poles.

The starting place for measuring longitude is also a 0° line. That line is called the **prime meridian**, or first meridian. All lines east of the prime meridian are east longitude. Those west of the prime meridian are west longitude. There is one line, however, that is the same distance east and west of the prime meridian. It is the line numbered 180° longitude. It is exactly halfway around the world from the prime meridian.

With longitude the grid is complete. Any place on Earth can be located. Answer the questions on page 13, and you will see that this is true.

1. What is the latitude and longitude of the Isthmus of Suez?
2. On which continent would you find each of the following locations?
 - (a) 20°S , 60°W
 - (b) 20°S , 120°E
 - (c) 60°N , 120°E
 - (d) 0° , 30°E
 - (e) 60°N , 120°W
 - (f) 50°N , 15°E
 - (g) 80°S , 130°E
3. In which ocean would you find each of the following locations?
 - (a) 40°S , 90°E
 - (b) 40°N , 160°E
 - (c) 30°S , 15°W
4. In what ocean does the prime meridian and the equator meet?
5. Which continent lies farther south? (a) Australia or South America (b) Europe or Asia (c) North America or Asia
6. Which continent lies farther east? (a) North America or South America (b) Europe or Africa
7. The large island northeast of North America is Greenland. Which parallel of latitude touches Greenland's southernmost point?



Following Circle Routes

Great Circles: Lines of Longitude



All maps are **projections**. A projection is a way of drawing Earth's curved surface on a flat map. Therefore, maps always distort some parts of Earth. For example, on paper, the shortest distance between two points on Earth seems to be a straight line. Earth, however, is not flat like a sheet of paper. It is a **sphere**. This means it is round, somewhat like an orange. The only way to connect two points on a round surface is to draw a curved line.

On Earth, that curved line is always part of a **great circle**. A great circle is any circle that cuts Earth in half. The equator is a great circle. So are all the lines of longitude and their opposites. For example, if you look at the drawing, you will see that 20° W and 160° E divide Earth in half. So do 90° E and 90° W.

Below are two maps. The map on the left is a view of Earth with the North Pole in the center. The map suggests that the shortest



way to get from Tokyo to Chicago would be to fly over Asia and across the Arctic Ocean. This is a great circle route.

Now look at the map on the right. On this map, the shortest route between Tokyo and Chicago seems to be straight across the Pacific Ocean.

Which is really shorter? To answer this question, you need a globe and a piece of string. Put one end of the string on Tokyo. To get to Chicago, follow the route shown on the map on the left. Stretch the string across Asia and over the Arctic Ocean. Mark the distance on the string with a crayon or felt-tip pen.

Now use the same string and the globe to trace the route shown on the map on the right. Put your string on Tokyo and trace the route across the Pacific Ocean. Mark the distance on the string with your finger. Which route is shorter, the great circle route or the one across the Pacific?



Understanding Earth's Movements

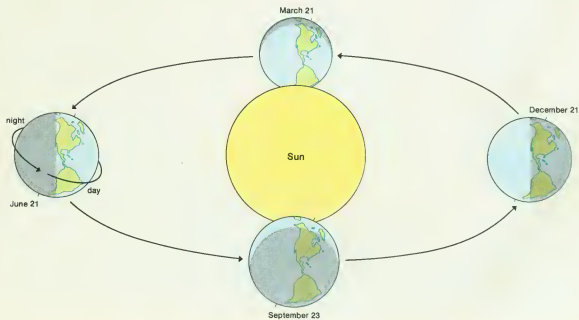
Earth never stands still. It is constantly spinning, or rotating, on its axis. Earth's axis is an imaginary line that extends from the North Pole to the South Pole. Every 24 hours Earth makes one complete turn, or **rotation**, on its axis. That is why we have day and night.

In addition to spinning on its axis, Earth also turns, or **revolves**, around the sun. Every year Earth makes one complete journey, or **revolution**, around the sun.

As Earth turns, it leans or tilts slightly on its axis. That tilt never changes. So for one part of the year, Earth's northern half, or **hemisphere**, points toward the sun. For the rest of the year, it points away. When the Northern Hemisphere points away from the sun, the Southern Hemisphere points toward it.

In the hemisphere that points toward the sun, it is summer. The temperatures are warmer and there are many hours of daylight. Indeed, near that hemisphere's pole, the days are so long that the sun never sets.

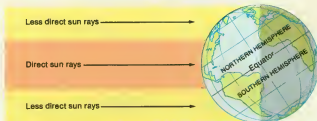
In the hemisphere that faces away from the sun, the temperature is much colder and the days are shorter. It is winter. At that hemisphere's poles, the sun never rises and it is dark until spring.



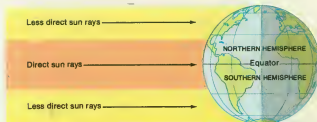
Use the drawings and the information on page 16 to answer the following questions.

- Find the equator on the drawing. Brazil lies south of the equator, in the Southern Hemisphere. (a) When does Brazil have winter? (b) When does it have summer?
- North America lies north of the equator, in the Northern Hemisphere. (a) When does North America have summer? (b) Winter?
- (a) At what times of the year does the Northern Hemisphere lean neither toward the sun nor away from it? (b) What seasons does the Northern Hemisphere have at these times?
- (a) When does the Southern Hemisphere lean neither toward the sun nor away from it? (b) What seasons does the Southern Hemisphere have then?
- (a) What is the first day of autumn in the Northern Hemisphere? (b) When it is autumn in the Northern Hemisphere, what season is it in the Southern Hemisphere?
- (a) What is the first day of spring in the Southern Hemisphere? (b) When it is spring there, what season is it in the Northern Hemisphere?
- (a) What are summers like at the North Pole? (b) When it is summer at the North Pole, what season is it at the South Pole?
- (a) What are winters like at the South Pole? (b) When it is winter at the South Pole, what season is it at the North Pole?

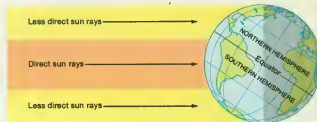
June 21



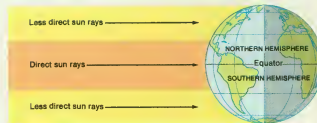
September 23



December 21



March 21



Reading a Climate Map

Everybody talks about the weather. They wonder if the day will be sunny or gray. They worry about how much snow or rain is on the way. Sun, rain, snow, wind, clouds, and temperature are all part of weather.

Climate describes weather too. Climate is the usual weather of a place over a long period of time. It tells you if the place you live in has hot, dry summers or cold, rainy ones. A place's climate does not change from year to year, even though its weather may change from day to day.

The map below shows the different climates of the world. Study the map and answer the questions on page 19.

World Climates

Tropical climates

- Hot and very rainy all year
- Hot all year with one rainy season and one dry season

Temperate climates

- Hot, dry summers and mild, rainy winters
- Hot, humid summers and mild winters
- Mild and rainy all year
- Warm summers and cold, snowy winters
- Short summers and long, cold, snowy winters

Polar climates

- Always cold and dry, with a short, chilly summer
- Ice cap—frozen all year

Dry climates

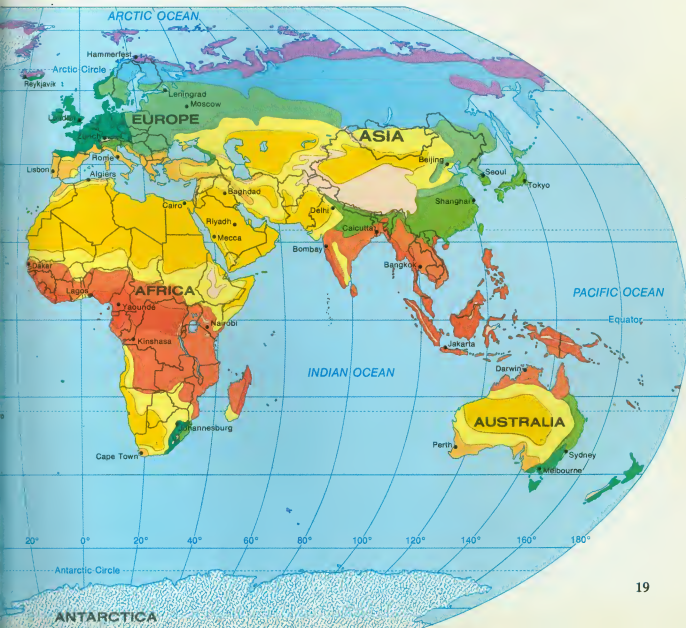
- Desert climate with almost no rain
- Semi-desert climate with some rain

Highlands

- Usually cooler and wetter than the lands around them



- What two colors on the map stand for polar climates?
 - Where are places with polar climates located?
- What two colors on the map stand for tropical climates?
 - Where are places with tropical climates located?
- Cairo in North Africa has a desert climate. Describe Cairo's climate.
- Find Nairobi in East Africa and Johannesburg in South Africa. How do the climates of these two African cities differ?



Words for Land and Water

archipelago a group of islands

basin the land drained by a river; land surrounded by higher land

bay part of a body of water that extends into land

canyon a narrow valley with steep, high sides

cape point of land that extends into water

coast land along the sea

delta a deposit of soil that collects at the mouth of a river

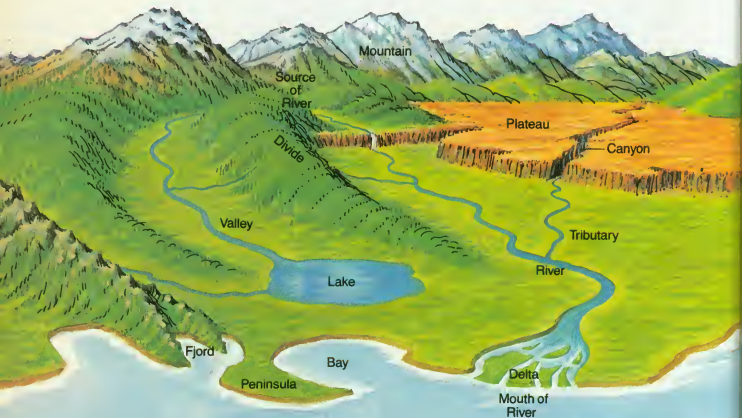
divide a ridge or highland that separates two river basins

fjord a narrow bay of the sea bordered by steep cliffs

gulf part of a body of water that extends into the land; often larger than a bay

harbor an area of deep water protected from winds, etc., that forms a place where ships may safely anchor

hill a raised part of the earth's surface; smaller than a mountain



inlet a narrow body of water that extends into the sea; smaller than a bay
island a body of land surrounded by water; smaller than a continent
lake an inland body of water
mountain high, rocky land; higher than a hill
mountain range a row of connected mountains
mouth the part of a river where its waters empty into a larger body of water
peninsula a body of land almost surrounded by water
plain a flat stretch of land

plateau flat or gently rolling land that stands high above sea level
river a large stream of water that flows through land
sea a large body of water, partly or wholly enclosed by land
source the place where a river begins, usually in highlands
strait a narrow channel that connects two larger bodies of water
tributary a stream or small river that flows into a larger river
valley low land that lies between hills or mountains







Unit One

The World Long Ago: In the River Valleys

Long ago farming began in two great river valleys. One of the valleys was formed by the Tigris and Euphrates rivers in Southwest Asia. The other lay along the banks of the Nile.



1

Southwest Asia

Picture the world around you. Depending on where you live, you will see rolling farms, tall buildings, stores, roads, and houses. Now try to picture your world again. This time leave out the cities, the stores, the roads, the farms, and the houses. Imagine, if you can, a world with none of these things. This was what the world was like a long time ago. This was the world that very early people lived in.

How did we get from that world of long ago to the one we know today? How did farms and cities become part of our everyday lives? These are not easy questions to answer. The earliest people did not have a way of writing about their lives. So much of what we know has come from scientists who try to piece together the past.

These scientists, called **archeologists**, study the remains of early people. They look for things early people made, including tools and weapons. These objects offer clues to what life might have been like in early times. They make it possible to put together a **history**. History is the story of the past.

As You Read

This chapter looks at how farms and cities began in one part of the world—Southwest Asia. The story is divided into three parts.

- Hunting and Gathering
- The First Farms
- The Start of Cities

As you read, compare the way people lived before and after the invention of farming and cities.

Hunting and Gathering

Early people lived very close to the land. They used what they could find around them for food. One way to get food was to gather it by collecting plants, roots, nuts, and berries. Another way was to hunt for it by killing animals such as deer, bison, and antelope. Most early people used both methods of getting food. That is why they are called **hunters and gatherers**.

Hunting and gathering was a way of life for all early people. Another name for a people's way of life is **culture**. A culture includes **technology**, or the kinds of tools people make, and the foods they eat. Culture also includes the language people

Early people hunted animals in a variety of ways. What are these hunters doing?



speak, how they teach their children, and the way they view the world. A culture includes every part of a people's life.

Groups on the Move

Scientists believe that all hunters and gatherers lived in family groups. Often the family group included not only parents and their young children but also grandparents, aunts, uncles, and cousins. Sometimes several families joined together. However, few groups had more than 50 people. Groups had to be small because hunters and gatherers were usually on the move. They traveled from place to place in search of food.

Hunters and gatherers did not roam around aimlessly. A group usually stayed in one general area. Its movements within that area were not aimless either. In summer, for example, a group might camp in lowlands to be near a good supply of berries. Then, in autumn, they might move to higher ground where they could harvest wild grain.

Shelter too depended on the seasons. Many groups lived in caves during the cold months of the year. Then, in summer, they might set up tents made from the bones and hides of animals they had killed. Or they might camp in the open.

A group on the move rarely met other groups. So they had little chance to trade goods. Hunters and gatherers could not buy the things they needed. Each group had to be **self-sufficient**. Members of the group provided everything the group needed to survive.

Working Together

The survival of the group depended on the work and ideas of every member. Hunting, for example, was a group activity. A group might dig a pit below a cliff to trap a large animal. Then members of the group would use fire to force the animal over the cliff into the waiting pit.

Some groups circled around game, using branches and leaves to hide themselves. Next the hunters would throw their spears at the trapped animal. Once the animal was dead, the group had to move in and take its meat before other animals smelled a kill. Once again teamwork was important.

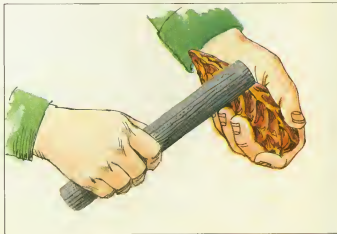
Gathering berries or digging roots seems at first less dangerous. However, many wild plants are poisonous. Others are safe only when cooked. Since one mistake could mean death for the entire group, gathering food was a job in which everyone's knowledge was important.

To trap wild animals and to dig up roots, people needed tools. The making of tools was still another task that a group shared. The earliest tools were probably no more than stones or sticks. These could be thrown at an animal or used to chop or dig.

Slowly people learned how to improve their tools by using one rock to chip away another. A tool made in this way had a sharper point and was better for digging. Often such a sharp rock was tied to the end of a stick to make a spear. These spears gave early hunters a better technology for hunting than any they had known before. The spears were used to hunt animals and also to catch fish.



This stone hand ax is typical of the tools early hunters and gatherers used. The steps for making it are shown below.





The leaping horse on an ax handle (left) and the bison (right) are examples of the handsome carvings done by hunters and gatherers.

Values and Beliefs

Most scientists think that very early hunters and gatherers had little trouble finding food. A group may have spent only two or three hours a day searching for food. This left plenty of time to tell stories, talk with friends, and share ideas.

When hunters and gatherers gathered around the campfire, they probably wondered at the world around them. They probably tried to figure out how they fit into that world. Archeologists have found evidence that suggests these early people had religious beliefs.

Many early people seem to have believed in life after death. Graves uncovered both in Asia and in Europe show that the dead were buried carefully. Often they were dressed in clothing made of skin and fur. They wore the jewelry they

had used as decoration when they were alive. Their tools were also buried with them. Thus these early people seemed ready to continue life even after death.

To Help You Remember

1. How did early people get food?
2. (a) What is a culture? (b) What does a culture include?
3. (a) How large was a group of early hunters and gatherers? (b) Why were groups this size?
4. Name two ways the seasons affected hunters and gatherers.
5. (a) Name three activities early hunters and gatherers did as a group. (b) Why did early people work together?
6. (a) Name a religious belief early people had. (b) How do archeologists know about this belief?

At the beginning of this chapter, you were asked to compare the way people lived *before* and *after* the invention of farming and cities. To do so, you must find the important facts about life at each time. One way to find and remember important facts is to look for words and phrases that tell about

the **people** *who* were in the story
the **actions**, *what* happened, what people did
the **places** *where* people lived and went
the **times** *when* people did things
the **reasons** *why* people did things or why things happened
the **way** people did things, or *how*

Below are some words and phrases from the first part of this chapter. They give facts that answer the questions *who*, *what*, *where*, *when*, *why*, and *how*. On a separate sheet of paper, copy the boxes. Then put the right words or phrases in each box. Read across the row of boxes, and you will see that you have written a sentence.

Words and phrases from *Hunting and Gathering*:

1. traveled / small family groups / from place to place / in search of food

Who?	Did what?	Where?	Why?
------	-----------	--------	------

2. worked together / group members / because survival depended on everyone

Who?	Did what?	Why?
------	-----------	------

3. in Asia and Europe / believed in life after death / early people

Who?	Did what?	Where?
------	-----------	--------

As you read the next two parts of this chapter, continue to look for facts telling *who*, *what*, *where*, *when*, *why*, and *how*.

The First Farms

Hunting and gathering was a successful way of life for a very long time. Then, slowly, things began to change. In some places people began to settle down and farm.

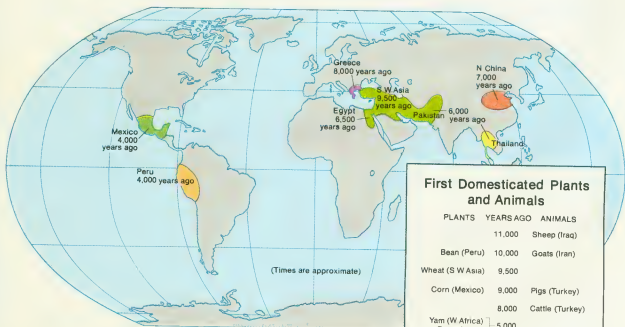
Archeologists are not sure why this change took place. It is clear that early people knew they could grow food by planting seeds long before anyone did so on a regular basis. One theory is that people settled down because it was becoming difficult for them to find enough food by hunting and gathering.

Scientists point out that Earth was once much colder than it is today. Many places

were covered by great sheets of ice. Then, about 10,000 years ago, Earth gradually became warmer, and the ice began to melt. As it did, Earth's **environment**, the living and nonliving things that make up a place, changed. As the oceans rose, lands once used for hunting and gathering were covered by water. Many animals moved. Others died off. They could not survive in the warmer climate. At the same time, some scientists think the number of people grew. There may have been too many people and too little food.

No one knows for sure whether or not this theory is correct. However, one thing

At about the same time, people in many parts of the world began to settle down and farm. Where were the earliest farming villages?



The Beginnings of Farming

is certain. About 10,000 years ago, groups of people in different parts of the world gradually stopped moving around. Some began to tame wild animals. Others began to grow their own food. Gradually, over hundreds of years, they settled down.

Settling Down

The first to settle down apparently lived in the Zagros Mountains in what is now Iran in Southwest Asia. At first, people there probably combined a little gardening with hunting and gathering. By planting the seeds that they collected from wild grains, they had a little extra food when times were bad.

As it became harder to find food, people began to pay more attention to the small plots of land they had cleared in the woods. They saw the benefit of weeding them every day and protecting them from others in search of food. So they began to return to these plantings each evening after a day of hunting.

As a result, people began building huts of stone and mud beside their plots of land. As people settled near one another, villages slowly grew up. Within these settlements, people invented a variety of new tools for planting seeds and cutting and grinding wheat and barley. Gradually other crops, such as peas, were added to the grains. For all of these crops, people had to take the seeds and put them in the ground. The plants no longer seeded themselves as wild plants do. Plants that need human care of this kind are said to be **domesticated**.

At the same time, some animals were also becoming domesticated. Slowly

many people began to realize that they did not have to depend on the animals they found in the wild for food. They could tame wild sheep and goats and keep them in herds for meat and milk.

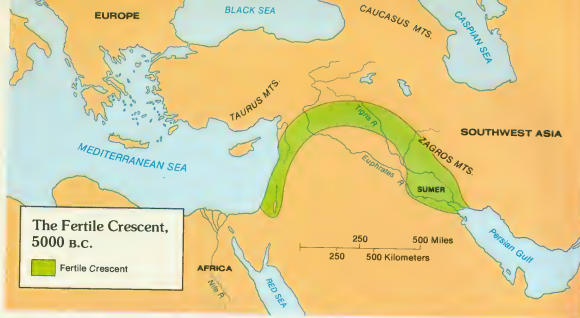
In some parts of Southwest Asia there are signs that this process, like farming, began before people settled down in villages. Later, when villages grew up, people saw that animals could be used in still another way. Farmers tamed cattle and horses and used them to carry heavy loads and even pull plows.

The Spread of Village Life

In time the process of settling down spread throughout Southwest Asia. Among the places that people settled was an area called the Fertile Crescent. It is called a crescent because its shape looks like the new moon.

Much of the Fertile Crescent lies between the Tigris (tĭ'grās) and Euphrates (yū frāt'ēz) rivers. These rivers start in the highlands of what is today Armenia. Every spring, rains and melting snow in those highlands caused the two rivers to overflow their banks. After the water had drained off, a rich layer of soil was left. This soil drew people to the Fertile Crescent. *Fertile* means "productive."

By about 7,000 years ago, a number of farming villages had appeared in the southern part of the Tigris-Euphrates Valley near the Persian Gulf. This was the richest part of the Fertile Crescent. Here, yearly floods made farming easy. There were also nearby marshes well stocked with fish and tall grasses. These grasses provided good pasture for animals.



People settled and farmed throughout the Fertile Crescent. Between what two rivers does much of the Fertile Crescent lie?

Over the years, other groups of people moved into Sumer, as this part of the valley is sometimes known. They mingled with the earlier people, and together they worked out solutions to a wide variety of problems.

One problem had to do with farming. In the spring there was more than enough water for crops, animals, and people. However, the rains stopped in the summer, leaving fields parched and dry. So the Sumerians needed a way to water their crops all year long. They solved this problem by building a series of ditches, or canals, that carried water from the rivers to their fields. This method of bringing water to a field is called **irrigation**. Farmers still irrigate today.

Irrigation led to other changes. In the beginning, everyone in Sumer farmed. So it was important to find a fair way of

sharing water and settling quarrels over water rights. In time, village assemblies grew up. These groups made laws to keep order. **Government** was beginning.

Over the years, the farmers of Sumer were able to produce more than they needed to feed their families. They produced a **surplus** of food. The surplus meant that some people did not have to farm. They could earn a living by weaving cloth, tanning leather, making pottery, or building furniture. They now could trade their cloth, leather goods, pots, or furniture for food. People who earn their living at a craft are called **artisans**.

The Growth of Towns

As the number of artisans grew, so did the size of villages. Some villages became towns where farmers could bring their extra food and where artisans lived and

worked. With the growth of towns came new problems and changes in the Sumerian way of life.

Changes in Government. Village assemblies worked when communities were small and everyone knew each other. In the towns, however, people were dealing with strangers. Arguments over property could not be handled in the same way as a village squabble. So leaders were needed to set up rules for everyone.

In time some towns grew rich from trade. People in rich towns feared attacks from outsiders. So town leaders organized armies to defend the community in case of war and to attack its enemies. The choosing of town leaders and the development of armies meant that government was becoming more organized.

Changes in Religion. In the villages, the people had built small holy places, or shrines, where they could go to worship their gods. Now, in the towns, the people built large temples, each one dedicated to a particular god. They saw the god of their town as another kind of protector to help in times of trouble.

With the building of temples, priests were needed to lead the people in worship. In this way, religion was also becoming more organized.

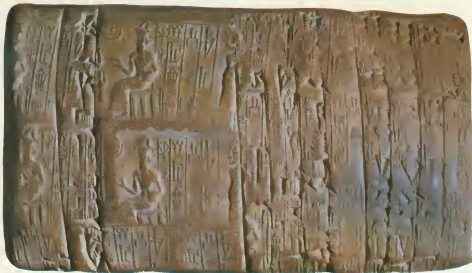
Changes in Trade. As towns grew, trading between artisans and farmers increased. Barley and silver were now used much as we use money today. Trades no longer needed to be direct. A farmer could sell his grain to a potter in return



By irrigating lands, the Sumerians were able to raise crops even during dry seasons.

This marble statue, about 5,000 years old, shows a Sumerian in prayer.





This clay tablet is an example of early record keeping. It contains lists of goods received as offerings for a temple.

for a certain amount of silver. Then the farmer could use that silver to buy cloth or leather goods from someone else.

As business dealings grew, artisans needed to keep records. Perhaps one clever trader had the idea of making marks on some of his clay pottery to help him remember who had ordered a vase or jar. In time, other artisans picked up the idea and started keeping their own records on clay tablets.

Record keeping was important for another reason. Families now owned land, and it became important to protect their property.

As people found ways of keeping records, a system of writing slowly developed. It, too, opened new occupations and changed the way people lived.

As all of these changes took place, a new kind of culture began to develop. The new culture was marked by a high level of

organization—in government, in religion, in all of the ways people dealt with one another. Trade, writing, and art were all important to this new kind of culture, known as **civilization**.

To Help You Remember

1. (a) Describe a theory that explains why some people began farming.
(b) Where did the first farmers live?
2. What kinds of settlements did early farmers build?
3. (a) Name a problem early farmers faced in Sumer. (b) How did they solve this problem?
4. (a) What happened when farmers in ancient Sumer produced a surplus of food? (b) How did this lead to the growth of towns?
5. How did the growth of towns affect
(a) government, (b) religion,
(c) trade?

Study Help

Reading a Time Line

People first began to farm about 10,000 years ago. It is difficult to imagine how long ago that is. Time lines can help. They give us a way to picture a large block of time.

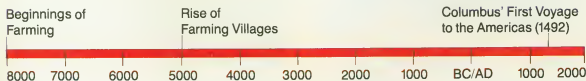
Besides helping us picture time, time lines also help us see the order in which events took place. We read a time line from left to right. On the time line below, which event happened first, Christopher Columbus' first voyage to the Americas or the beginnings of farming?

Some time lines have a special marker to help us see the order of events more clearly. This marker divides the time line into B.C. and A.D. The letters B.C. stand for *before Christ*. This means that all events to the left of the marker took place before the birth of Jesus Christ. The letters A.D. stand for *anno domini*. These are Latin words that mean "in the year of the Lord." So all events to the right of the marker happened in the years after the birth of Jesus Christ.

For example, on the time line below, the beginning of farming is shown in 8000 B.C. In other words, people first began to farm 8,000 years before the birth of Christ. We live in the 1980's, about 2,000 years after Christ was born. So, if we add 8,000 and 2,000, we can figure out that people first began to farm about 10,000 years ago.

Now use the time line below to answer the following questions:

1. How many years does each marker on the time line measure?
2. Does the year A.D. 1000 come before or after the year A.D. 2000?
3. Does the year 1000 B.C. come before or after the year 2000 B.C.?
4. In what year did farming villages first appear in Sumer? About how many years ago was that?
5. In what year did Christopher Columbus first reach the Americas? About how many years ago was that?



The Start of Cities

The Sumerians built one of the world's first civilizations. What was it like? How did it differ from the culture of early hunters and gatherers? From the culture of early farmers?

Walled Cities

One important difference between life in Sumer and life in earlier cultures was that the Sumerians stayed in one place. They also lived in large groups. By 3000 B.C. at least a dozen small farming settlements had grown into large cities of up to 40,000 people each. What would you see if you could travel back in time and visit a city of Sumer long ago?

Sumer lay on a broad plain between the Tigris and Euphrates rivers. The land was

Sumerian ziggurats, or temples, had long winding staircases and huge square towers.

level and grassy. A number of cities dotted the plain. Each was surrounded by a great wall of mud and brick. These walls were not built to keep people in but to keep enemies out.

Each city in Sumer also had its own government. It ruled not only those who lived within its walls but also those who lived in the small farming villages nearby. In a way these cities were like countries today. Each city was independent. They often fought one another to win more land and power. The name for a city that is much like a country is a **city-state**. The cities of Sumer were all city-states.

Just as cities today are busy places, the cities of ancient Sumer, too, were marked by crowded streets and bustling markets. Donkeys carrying goods, herds of sheep and goats, wheeled carts, and throngs of people swarmed through the narrow, twisting streets and alleys.

Closely spaced houses built of mud and brick lined the streets. There were no stones and few trees on the plains of Sumer. So people learned to use the soil as a building material. Poorer families built mud huts with clay soil. These huts sheltered animals and people alike. Richer families hired workers who shaped clay into bricks and built two-story and three-story houses. These houses had windowless walls that faced the streets. Bright courtyards were hidden in the back.

As a visitor to Sumer, you would be struck by all of these sights—the crowds, the winding alleys, the poor mud huts, and the large brick homes. However, no

A Ziggurat



sight would amaze you more than the temple that stood at the center of every city. These temples, called **ziggurats**, were huge square towers that rose in terraces high over the city. On top of the ziggurat was a shrine dedicated to the god of that city. Sumerians came here to worship and honor their gods.

Outside the temple were large open squares where people could come to watch a wrestling match or hear a storyteller. Nearby there were taverns and perhaps a restaurant. The busiest place in the city was the market. Here a Sumerian city dweller could buy food grown by the farmers in the countryside or cloth and pots made by local artisans. Sumerians were no longer self-sufficient. Rather than supplying all their own needs, they depended on other people for many of the things they used.

Dividing the Work

The kind of life a person led in ancient Sumer depended on what that person did. Everyone had an occupation. There was a **division of labor** in Sumer. No longer did everyone have to do every job.

The most important people in Sumer were the rulers and their families. It was their job to plan the defense of the cities in times of war, to see that canals were built and roads repaired. The rulers and their families, as well as a few other wealthy people, owned much of the land around the city. They did not farm the land themselves but paid others to do it.

The priests were also wealthy and powerful. They were in charge of the great temples. They saw to it that the gods of



This piece of art shows that in Sumer work was divided. Where are the rulers shown?

the city were worshiped in the right way. Like the rulers and their families, the priests were also wealthy landowners.

Below the rulers and priests were the people themselves. Many of them were farmers who tended small plots of land. Others were skilled workers who were paid for their services. These skilled workers included doctors, builders, artisans, and scribes.

A **scribe** wrote things for other people. Scribes in ancient Sumer were particularly important, since only scribes and a few wealthy people could read and write. Scribes recorded all matters dealing with government, trade, and religion.

Writing in Sumer was done by making wedge-shaped, or **cuneiform**, marks on



This stone weight in the shape of a duck was dedicated to a god of Sumer.

clay tablets. Training for this job took many years and was offered in special schools. Once scribes graduated from school, they worked for anyone in need of written records. Some scribes were also authors of histories or poems written especially for the rulers or the priests. From writings of scribes, archeologists have been able to piece together much of what we know about life in Sumer.

The farmers and skilled workers of Sumer all had the chance to better their lives. By working hard and being clever, they could make money or win an honored place in their city. This was even true of the slaves—people captured in war or workers who could not pay off their debts. Although the life of a slave was difficult, slaves had some rights. They could, with hard work and luck, buy their freedom.

Values and Beliefs

Everyone in Sumer, rich or poor, powerful or weak, had one thing in common. They believed that the gods controlled

their lives. If they pleased the gods, the gods would bless them with good crops, health, and happiness. If they did not please the gods, the gods would punish them with pain and suffering.

The Sumerians believed in a large number of gods. These gods were like humans in many ways. Many gods had husbands or wives. Some had children. The gods had human feelings like anger, pain, jealousy, and love. However, here the likenesses ended. To the ancient Sumerians, the gods were all-knowing. The gods could live forever.

Pleasing the gods was a job the Sumerians took very seriously. Feast days, special prayers, and offerings in the form of animals and crops were necessary if life was to go well. Temple priests helped the Sumerians by telling them what would make the gods happy and by leading them in prayers. This is why the priests were so powerful in Sumer.

The End of Sumer

The civilization that the Sumerians built lasted for over a thousand years. In the end, two things helped destroy ancient Sumer. One was the constant fighting among the city-states. The other was the geography of Sumer itself. Surrounding the country was a flat, vast plain that left cities in Sumer open to attack. Beyond the plain were dozens of fierce groups who looked longingly at the rich city-states and farms of Sumer.

By 2000 B.C., quarrels among the city-states over land and water greatly increased. Sumer was so weakened by these wars that the people were not able to fight



Although the great city of Ur fell to ruins, the culture of the Sumerians spread to other parts of the Fertile Crescent.

off an attack from outsiders. The Elamites, a people living to the east of the Tigris-Euphrates Valley, marched into Sumer at this time. They destroyed Ur, the greatest city in Sumer. This event marked the end of Sumer. Yet it did not end the influence of Sumerian civilization.

Over the years another group of people arrived from another conquered Sumer. Each added some of the inventions of the Sumerians to their own cultures. Thus writing spread to other parts of the Fertile Crescent, as did irrigation. It was also from Sumer that a leader of three of the world's great religions came.

During the troubles in Sumer, a man named Abraham and his family left the city of Ur for Canaan, or Israel, as it is called today. He had turned his back on the gods of Sumer. He believed instead in one all-powerful God who created heaven and earth.

Abraham's journey marked the beginning of the Jewish religion. It is to Abraham that Christians and Muslims also trace the start of their faith. Today Ur is little more than a shapeless mound in the desert. Yet its name lives on in the great writings of these religions.

To Help You Remember

1. What kinds of settlements were Sumerians living in by the year 3000 B.C.?
2. Describe five occupations that people in ancient Sumer held.
3. Describe two religious beliefs of the people in Sumer.
4. (a) How long did Sumerian civilization last? (b) What two things helped destroy it?
5. (a) What two ideas and inventions can we trace back to ancient Sumer? (b) What three religions trace a leader back to Sumer?

Chapter Review

Words to Know

Complete each sentence with the correct term from the list below.

- | | |
|-------------------------|---------------------------|
| a. archeologist | j. cuneiform |
| b. city-state | k. irrigation |
| c. culture | l. domesticated |
| d. ziggurat | m. hunter and
gatherer |
| e. self-sufficient | n. civilization |
| f. scribe | o. artisan |
| g. division of
labor | p. technology |
| h. environment | q. government |
| i. history | r. surplus |

- Another name for a people's way of life is ____.
- People who supply themselves with everything they need to survive are ____.
- People who study the story of the past are studying ____.
- The skills used to make and improve tools are called ____.
- Writing in Sumer was done by making wedge-shaped, or ____, marks on clay tablets.
- A(n) ____ like Ur was much like an independent country today.
- A person who lives by gathering plants and hunting wild animals is called a(n) ____.
- A(n) ____ is all the living and nonliving things that go together to make up a place.
- A(n) ____ is the system by which a country makes and carries out laws.
- A(n) ____ in ancient Sumer wrote things for other people.
- When the people of Sumer dug canals to carry water from the rivers to the fields, they were building a system of ____.
- Plants and animals that need human care are said to be ____.
- A person who earns a living at a craft is a(n) ____.
- A(n) ____ was a Sumerian temple.
- When the amount of goods is over and above what is needed, there is a(n) ____ of goods.
- The system by which work is shared among people in a society is called ____.
- A(n) ____ is a scientist who looks for things that early people made in order to piece together a history of the past.
- A(n) ____ is a kind of culture marked by a high level of organization in government, trade, and religion.

Reviewing Main Ideas

As you read Chapter 1, you were asked to compare life *before* and *after* the invention of farming and cities. One way to do so is by making a chart. Use information from the chapter to complete the following chart. Notice that the chart has the same headings as the chapter. For each heading, tell *who* did *what*, *where*. You will have more than one sentence for each heading. The page numbers next to each heading will help you find the information you need to complete the chart.

Before

Hunting and Gathering

Groups on the Move (Page 26)

Working Together (Page 27)

Values and Beliefs (Page 28)

After

The Start of Cities

Walled Cities (Page 36)

Dividing the Work (Page 37)

Values and Beliefs (Page 38)

In Your Own Words

When we *compare* things, we tell how they are alike. When we *contrast* things, we tell how they are different. Use your chart to write a paragraph. Tell how the time *before* farming and cities was different from the time *after*. Choose one of the three pairs of headings given below as the subject of your paragraph:

1. *Groups on the Move* and *Walled Cities*
2. *Working Together* and *Dividing the Work*
3. *Values and Beliefs* and *Values and Beliefs*

Challenge!

1. Sumer was located on a large plain between the Tigris and Euphrates rivers. The soil there was fertile, but little rain fell during the summer months. Suppose the Tigris-Euphrates Valley received an adequate amount of rainfall throughout the year. How might life in Sumer have been different?
2. The civilization that the Sumerians built lasted for thousands of years, yet it was eventually destroyed by the Elamites. They

then took over Sumer. If you were the leader of the Elamites, what might you do differently from the Sumerians to ensure that your civilization was not destroyed?

Things to Do

After the fall of Ur, one group of people after another conquered and ruled the Fertile Crescent. These people included the Babylonians, Assyrians, and Persians. Write a report about one of these groups. Include who they were, when they ruled, and how they lived. How were they like the Sumerians? How were they different?

Keeping Skills Sharp

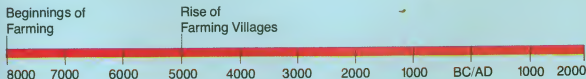
Copy the time line below on a separate sheet of paper. Add these events from the chapter to the time line:

The First Cities in 3000 B.C.

The End of Sumer in 2000 B.C.

Now answer these questions:

1. Which happened first, the start of cities or the rise of farming villages?
2. About how many years passed between (a) the rise of farming villages and the start of cities, (b) the beginnings of farming and the end of Sumer?
3. How many years ago did cities begin in Sumer?
4. How many years ago did Sumer end?





2

Egypt

For thousands of years, people have stood in awe before the great stone pyramids of Egypt. None of these pyramids is more amazing than the Great Pyramid at Giza. Built over 4,500 years ago, it covers 13 acres (5.2 hectares). The pyramid is as tall as a skyscraper 40 stories high. Even today it is the tallest stone building in the world.

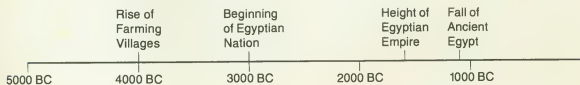
The people who built this great pyramid have long since vanished from the earth. Who were they? What led them to build huge mounds of stone in the desert?

To answer these questions, we must travel to another river valley, the valley of the Nile. This river valley was being settled around the same time as the Tigris-Euphrates in Sumer. The Nile Valley lies in northeast Africa. The people who settled there not only built the pyramids but also built the first real **nation** in the world. In the Nile Valley a group of people living in one land were, for the first time, united under a single government.

As You Read

This chapter is divided into three parts. As you read, look for reasons Egypt became and remained a nation.

- How Egypt Became a Nation
- Why Egypt Stayed United
- What Egypt Gave the World



How Egypt Became a Nation

Egypt has been called "the gift of the Nile." Plants grow, animals gather, and people live in the river valley. Beyond that narrow green ribbon lies a sea of sand. Without the Nile, Egypt would be nothing but a lifeless desert.

The Nile River and its valley have always united the Egyptian people. The river allowed them to travel by water from north to south. The desert beyond protected them from invaders. This feeling of unity and safety helped Egyptians to think of themselves as one people. Unlike Sumer, Egypt was not divided into many city-states. Instead, the people of Egypt were united in many ways.

The Nile River flows northward, creating a narrow green ribbon along its route. Where is the Nile located?



Farming Villages

The first people to live in the Nile Valley were hunters and gatherers. However, by 5000 B.C., new people had moved into the valley. Unlike the first people, the newcomers were farmers.

These farmers settled in a triangular patch of land in northern Egypt known as the **delta**. The delta is the part of Egypt where the Nile divides into smaller streams before emptying into the Mediterranean Sea. The smaller streams flow slowly, leaving behind a rich deposit of soil. This rich soil attracted the early farmers. By 4000 B.C., there were many farming villages along the river.

The farmers of the Nile Valley found that the river gave them two great gifts. Both gifts came from the flooding of the Nile each year. The first gift was water for irrigation. Every spring there were heavy rains in central Africa where the Nile has its source. By summer the river was swollen with extra water that spilled over its banks on the long journey to the sea.

Farmers in the Nile Valley quickly learned to trap the extra water in catch basins. Then they saved this water to irrigate their fields in late winter and spring when the river was low. So the yearly floods helped farmers by supplying them with a dependable source of water.

The second gift was the rich new soil left behind by the flood waters. The new soil every summer gave early farmers fertile land. On that land, they could plant crops in the same place year after year without wearing out the soil.

Uniting Villages

The farmers of the Nile Valley also found that the floods could bring destruction. If the river rose higher than usual, whole villages could be swept away in the flood. So farmers learned to work together building dikes to hold back the waters.

In time several villages began to work together. After all, everyone suffered if there was heavy flooding or the river was too low. Slowly some leaders began to bind these villages more closely. The size of the area these leaders ruled continued to grow. By 3500 B.C., Egypt was divided into two kingdoms. In the south was the Kingdom of the Upper Nile. In the north was the Kingdom of the Lower Nile.

The Kingdoms of Upper and Lower Egypt remained separate until around 3000 B.C. At that time, Menes (me'nēz), a king of Upper Egypt, was able to take control of both kingdoms. Menes had for the first time in history united a large group of people into one nation.

Living under One King

The kings of ancient Egypt were called **pharaohs**, which means "great house." The pharaohs were very powerful. The land and everyone in it belonged to them. In fact, they were thought of as gods.

For 2,000 years, the pharaohs kept Egypt united. The nation they built lasted so long that its history is often divided into three time periods: the Old Kingdom, the Middle Kingdom, and the New Kingdom. At the beginning of each of these periods, Egypt had strong pharaohs. At the end of each period, the power of the pharaohs was weakened.



Much of what is known about Egypt has come from tombs. This painting from the wall of a tomb shows farmers working their field.

The Old Kingdom. The Old Kingdom began about 2700 B.C. It was during this period that the pharaohs first developed their great power.

One way the pharaohs of the Old Kingdom kept Egypt united was by expanding the canals and dikes along the Nile. Each village had to send a certain number of people to work on these projects. Each family had to pay taxes to the pharaoh to provide money for building materials.

The pharaohs of the Old Kingdom also organized the people to build huge structures that showed off the great power of the throne. These structures were the famous **pyramids** of ancient Egypt.

The pyramids were built as tombs for pharaohs. As tombs, they contained everything the pharaohs would need when their lives in the next world began. The Egyptians put food, beautiful jewels,

fine clothes, even furniture in the pyramids for the pharaohs' comfort. These pyramids, with all their riches, stood as monuments to the great power of the pharaohs. For over 300 years no one challenged that power.

Then, about 2400 B.C., a number of weak pharaohs came to the throne. They could not keep order, so fighting broke out. The next 300 years were a time of suffering for the people of Egypt. Their country was divided by war as local leaders took over.

The Middle Kingdom. The fighting stopped in 2133 B.C. when a strong pharaoh came to power. This event marked the beginning of the Middle Kingdom.

It was not easy for the pharaohs of the Middle Kingdom to bring order to the country. They began by removing local leaders and replacing them with officials loyal to the pharaoh. They also sent spies out to watch everybody and everything.

When the country was under their power, pharaohs of the Middle Kingdom

began to reach out to other lands. They sent an army to the south of Egypt into a land called Nubia. Here they captured great wealth—gold mines. Trade with other countries increased.

After about 400 years, local leaders once again began to test the power of the pharaoh. Soon the people were fighting among themselves, leaving the country weak and divided. It was then that Egypt was conquered for the first time.

The conquerors were Hyksos (hik sōs'), warriors from central Asia. They were fierce fighters who used weapons unknown to the Egyptians—metal armor, bows, daggers, and horse-drawn chariots. Around 1700 B.C., the Egyptians, already weakened by years of fighting, were easily defeated by the Hyksos.

The New Kingdom. For over 100 years, the Hyksos ruled Egypt and taught the Egyptians many of their military secrets. The Egyptians learned these secrets so well that by 1570 B.C. they were able to turn against the invaders and drive them

This tomb painting of a funeral shows servants carrying items needed for a comfortable life in the next world.





These models were found in a tomb. They are examples of soldiers of the Middle Kingdom.

out. This event was the beginning of the third and last period in ancient Egypt's history—the New Kingdom.

The pharaohs of the New Kingdom not only united Egypt but also expanded its boundaries. Like earlier pharaohs, they again went south to Nubia. Unlike earlier pharaohs, they also conquered lands in Asia, including what is now Israel and Syria. Thus the pharaohs of the New Kingdom built an **empire**. An empire is a nation and the countries it rules.

Strong pharaohs were needed now more than ever. They had to be strong, for they were ruling conquered lands as well as Egypt itself. For 400 years, the pharaohs managed to keep the empire together. However, in time, the power of the pharaohs once again began to weaken.

As before, fighting divided the country. In the conquered lands, local leaders began to push out the Egyptians and take control of their own countries. By about



The New Kingdom expanded the boundaries of Egypt. How far north did the empire reach?

1100 B.C., Egypt had lost its great empire. This time, however, no pharaoh won back the lands Egypt had once ruled. Instead, Egypt itself became a part of many other empires.

To Help You Remember

1. (a) Where is the Nile River Valley?
(b) Name two ways the river and its valley united the Egyptian people.
2. (a) How did the flooding of the Nile Valley each year help the farmers?
(b) How did the danger of flooding encourage farmers to work together?
3. (a) How did pharaohs of the Old Kingdom help unite Egypt? (b) What happened when weak pharaohs came to the throne?
4. (a) How long did the Egyptian nation last? (b) What are the three periods in its history?

Study Help

Reading for Reasons



Statue from the Tomb of
Tutankhamen

At the beginning of this chapter you were asked to look for reasons that Egypt became and stayed a nation. One way to keep track of reasons and other information is to take notes as you read. Headings in a chapter can help you organize these notes.

Here is a chart with the headings for the section you just read. The major heading *How Egypt Became a Nation* tells you that in this section you will find many of the reasons you are looking for.

Copy the chart on a separate sheet of paper. For each subheading write one or two sentences that help explain why Egypt became or stayed a nation. The first one has been done for you

How Egypt Became a Nation

1. The Nile River and its valley have always given Egyptians a feeling of unity and safety.
2. This feeling of unity and safety helped Egyptians to think of themselves as one people.

Farming Villages

Uniting Villages

Living under One King The Old Kingdom

The Middle Kingdom

The New Kingdom

Why Egypt Stayed United

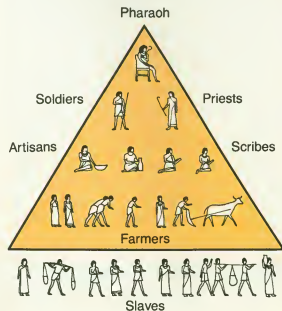
For most of Egypt's long history, the pharaohs ruled the land with an iron will. However, it was not just the pharaohs who kept Egypt together. The Egyptian people also helped unite the country. They thought of themselves as part of a nation.

Picture for a moment a pyramid. It is broad at the base and gradually narrows until it reaches a point at the top. Ancient Egypt was organized much like this. The pharaoh and a few powerful families were at the top. Most of the Egyptian people were at or near the bottom.

At the Top

As we have already seen, the pharaoh had enormous power. However, with that

Egyptian society was organized much like a pyramid. At what level was the pharaoh?



power went much responsibility. As a god-king, the pharaoh was the head priest of Egypt. At the same time, the pharaoh alone made the laws. As head of the Egyptian army, the pharaoh saw that those laws were obeyed. The pharaoh was also the highest judge in the land of Egypt. It was the pharaoh who had the final say over every disagreement.

No one person could manage all of these jobs alone. As powerful as they were, the pharaohs of ancient Egypt needed the help of many others.

The Role of the Priests. Priests helped the pharaohs carry out their religious duties. The priests tended the temples, took charge of religious ceremonies, and spoke to the people on behalf of the gods.

The Egyptians believed in many gods, but a few were more important than others. Their main god was Ra (rā), the sun god, source of life. Osiris (ō sī'ris) was another important god. As god of the great Nile, he was much loved by the people. Osiris' wife was Isis (ī'sis), the moon goddess, queen of the world. Their son was the fierce, hawk-headed god Horus (hō'rəs), lord of the heavens. It was Horus who shared his powers with the pharaoh.

Early in Egypt's history anyone could become a priest. Later, however, the job was given only to certain families. These families were rich and important. Many of them were related to the pharaohs through marriage. An especially able person who did not come from such a family

could still become a priest. However, by the time of the New Kingdom, it was very hard for such a person to do so.

The Role of Government Workers. Government officials were also chosen from special families. Again, pharaohs could choose someone from outside this group to help them rule, but very few pharaohs did so.

The most important government job was that of **vizier**. The vizier was second only to the pharaoh. Under the vizier's authority, thousands of other government officials throughout the kingdom carried out the pharaoh's orders. Many of these officials were very powerful. They collected taxes and watched over building projects along the Nile.

While she was pharaoh, Hatshepsut (right) shared power with the god Horus (left).



The Role of Soldiers. By the time of the New Kingdom in 1570 B.C., Egypt was an empire. So it needed a large army to hold that empire together. Most soldiers were farmers who served for a short time and then returned home. A few were professional soldiers. That is, they served as soldiers all the time.

Like priests and government workers, most officers in the Egyptian army came from a few important families. However, it was easier for a talented boy from outside that group to advance himself in the army than in any other part of Egyptian life. Some people even used the army as a stepping-stone to a career in government.

The Role of Women. Almost all positions of power in Egypt were held by men. Women served their country by managing their husbands' households and caring for their children. However, one woman, Hatshepsut (hat shep'süt), did become pharaoh in 1500 B.C. Several other women ruled Egypt on behalf of their young sons. These women stepped aside when their sons were old enough to govern.

Women also served as important government officials and even high priests. It was easier for a woman to hold such a job in the Old and Middle Kingdoms than it was in the New Kingdom. Still, throughout Egypt's history, women could and did own property and pass it down to their daughters. The right to own property was a right that few women in ancient times enjoyed.

The Role of Children. High-ranking families in Egypt took the education of their

children very seriously. Many boys were sent to school. Others were taught at home by tutors. All students spent long hours learning to read, write, and add. Without these skills, they could not serve the pharaoh by taking on the jobs expected of them as adults.

Some girls went to school along with their brothers. Most girls, however, learned at home. Their mothers taught them how to run a household and sometimes how to read and write.

In the Middle

Below the pharaoh and ruling families of Egypt were the skilled workers—artisans and scribes. This group was larger than the group above it.

The Role of Scribes. As in Sumer, Egyptian scribes were very important. They were the record keepers. Scribes kept track of all government, religious, and business dealings. Although most scribes were men, a few women were also scribes.

People training to be scribes went to very strict schools where the hours were long and punishment frequent. However, many willingly attended because becoming a scribe was one way Egyptians could move up in life.

The Role of Artisans. People who worked at a craft could also make a name for themselves. Among the artisans of ancient Egypt were goldsmiths, weavers, wigmakers, and carpenters. Many artisans were also employed as sculptors and painters. They decorated the homes and tombs of the wealthy.



Two Egyptian artists are shown at work in this wall painting. What kind of work are they doing?

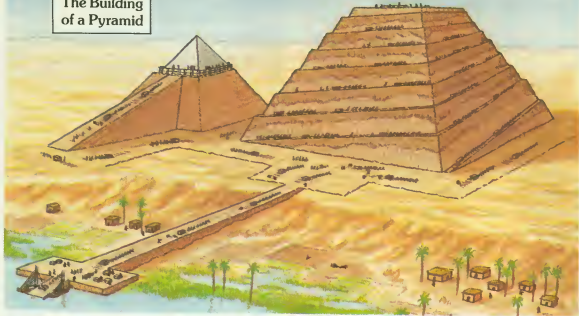
When times were good and there was work available, many artisans led fairly comfortable lives. Yet even then they had to answer to the tax collector. When times were bad, however, a worse fate than the tax collector awaited them. Bad times meant no work, and no work often meant starvation.

At the Bottom

Farmers and slaves made up the largest group of people in Egypt. Without this group, Egypt would not have survived.

The Role of Farmers. Most Egyptians were farmers who worked the land for the pharaoh, a powerful family, or a temple of priests. Their lives were very hard, filled with work from sunrise to sunset. At the end of each day they returned to their small mud huts. There they might enjoy a simple meal and watch their children playing beneath the Egyptian sunset.

The Building of a Pyramid



Thousands of workers labored for years to build a pyramid. With no machines to help, they cut and hauled huge blocks with hand tools.

The kind of work farmers did changed from season to season. During the flood season, they could not work the land. So many farmers became laborers. They built the great temples and pyramids for their pharaohs. When the river went down, these farmers returned to their land to carry on their main task—feeding the people of Egypt.

The farmers of ancient Egypt hauled and spread the rich mud from the river, planted seeds, and then harvested the crops. Yet for all of their hard work, they were able to keep very little. A large part of each harvest went to the landowners and tax collectors, leaving the farmers with barely enough to survive on.

The Role of Slaves. The only Egyptians who had less than the farmers were the slaves. The least fortunate slaves worked

in the pharaoh's mines in Nubia. There the incredible heat and the lack of water meant death for many. The more fortunate slaves worked on the estates of wealthy families, often as household servants. These household slaves were sometimes able to buy their freedom. However, this happened only occasionally. Egyptian life did not encourage change.

To Help You Remember

1. How did each of these people at the top help unite Egypt? (a) the pharaoh (b) a priest (c) a government worker (d) a soldier (e) a woman (f) a child
2. How did each of these people in the middle help unite Egypt? (a) an artisan (b) a scribe
3. How did each of these people at the bottom help unite Egypt? (a) a farmer (b) a slave

What Egypt Gave the World

In building a nation, the Egyptian people left behind many monuments to their greatness. The Egyptians were more than great builders, however. They were also thinkers and planners who developed many different skills. Some of their ideas and skills make life richer even today.

Measurements

Although Egypt became very great and powerful, its people always remained farmers who were closely tied to the river. So the Egyptians invented many things that helped them deal with the Nile River. Many people today still use some of these inventions.

This Egyptian water clock measured time as water trickled into the pool at the base.



The Calendar. One Egyptian invention that we still use is the calendar. Keeping track of time was important to Egyptian farmers. They had to know when the flood season was coming so they could prepare for planting.

To help them with this problem, they studied the stars. They noticed that Sirius, called the Dog Star, stood high in the sky at the start of the flood season. It did not rise again for 365 days. So the Egyptians divided these 365 days into months and invented one of the most accurate calendars of early times. Our calendar today is based on it.

Dividing the Land. The yearly flood presented another problem for the Egyptians. Each year when the Nile rose the water washed away all land boundaries. When the flooding went down, farmers had no way of telling where their plots of land began and ended. So the Egyptians developed a system of **surveying** that helped them carefully measure and divide the land once again. This system was the basis for a branch of mathematics known today as **geometry**.

Writing

The Egyptians, like the Sumerians, developed a system of writing. In Egypt the earliest writing was carved in stone on the walls of temples and tombs. These writings were used to praise the pharaoh and the gods. So we call the Egyptian system of writing **hieroglyphics**, which means "sacred carvings."

Writing on stone is useful if the purpose of the writing is to praise a pharaoh in a temple or tomb. However, for everyday purposes, a lighter and more available writing surface is necessary.

The Egyptians found the perfect answer. Growing in Lower Egypt was a marsh reed called **papyrus**. Our word *paper* comes from papyrus. The Egyptians harvested papyrus, cut its stems into strips, and pounded the strips into flat sheets. By pasting sheets together, they made long rolls of papyrus. These papyrus rolls were called **scrolls**.

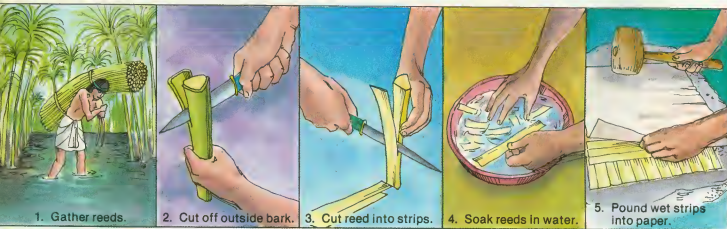
Papyrus scrolls were strong and easily carried and stored. So they were far superior to the bulky clay tablets used in Sumer. The Egyptians used scrolls not only for recording religious, business, and government matters but also for recording stories, poems, and ideas. Much of this writing has come down to us today thanks to Egypt's dry climate which has helped preserve the papyrus scrolls.

Through these writings, we can listen to voices from the past. One of the most appealing stories we have comes from the Middle Kingdom. The hero of this story is a farmer who is on his way to market. During the trip, the farmer is robbed by a government official. The farmer shows amazing courage. He does not worry about accusing a government official. Instead, he goes to a higher official and demands justice.

The farmer reminds the high official of his duty: "You are a father to the orphan, a husband to the widow, a brother to her who is divorced, a guardian to the motherless." The official is impressed with the farmer's plea. In the end the robber is arrested, and all his property is turned over to the farmer!

The wise sayings of Egyptian literature have also come down to us. These sayings sound very much like the kind of advice that young people receive even today. For instance: "If you wish your conduct to be

Steps for making paper from papyrus are shown here, from the gathering of papyrus reeds through the pounding of the strips into paper.



1. Gather reeds.

2. Cut off outside bark.

3. Cut reed into strips.

4. Soak reeds in water.

5. Pound wet strips into paper.



This model of a scribe includes a scribe's tools: writing board, inkwells, reed pens.

good, keep from all kinds of evil." Or, "Do not gossip. Repeat only what you have seen with your own eyes. Do not repeat what you have heard from others."

Medicine

In the ancient world, medicine and religion were closely connected. Most people believed that illness came from evil spirits sent by the gods. Doctors and priests used warnings, threats, and orders to rid the body of these evil spirits. Yet many Egyptian doctors were able to look beyond these beliefs and practice real medicine.

The proof of their knowledge comes from two medical textbooks that have survived in papyrus scrolls. One of these books tells what a doctor should do in

cases of physical injury. This book shows that Egyptian doctors knew how to use splints to set broken bones and how to sew up flesh wounds. The other textbook contains a section on the heart and tells about medicines for different sicknesses. One of these medicines, castor oil, is still used today in the treatment of stomach upsets.

It is no wonder, then, that Egyptian doctors were invited to the courts of foreign rulers who lived far beyond the Nile Valley. It is no wonder, also, that the practice of medicine is considered one of Egypt's greatest gifts to the world.

Egypt's loss of power in 1100 B.C. marked the end of a great empire. However, in Egypt, as in the Fertile Crescent, much remained. The people of the Nile Valley gave the world many things, including the idea of uniting large groups of people under one government. In the next unit, we will see how people in other places adopted that idea and shaped it to fit their own ways of life.

To Help You Remember

1. (a) Name two kinds of measurements the Egyptians invented. (b) How did each of these inventions help the Egyptians deal with the Nile?
2. (a) Why was Egyptian writing called hieroglyphics? (b) Why did the Egyptians begin writing on papyrus?
3. (a) What did most Egyptians believe about medicine and religion? (b) How do we know that some Egyptians saw beyond these beliefs?
4. What important Egyptian idea did people living in other places adopt?

Chapter Review

Words to Know

Complete each sentence with the correct term from the list below.

- | | |
|--------------|-----------------|
| a. vizier | f. hieroglyphic |
| b. delta | g. empire |
| c. surveying | h. scroll |
| d. pharaoh | i. pyramid |
| e. nation | j. papyrus |

1. A ruler of ancient Egypt was called _____, which means "great house."
2. Sadly the priests carried the body of their beloved ruler to its final resting place in the _____.
3. The most important government job in Egypt was held by the _____.
4. When the armies of ancient Egypt conquered lands in Asia, Egypt became a(n) _____.
5. When Menes united the Egyptian people under a single government, Egypt became a(n) _____.
6. Carefully the workers carved the _____ symbols and signs on the temple wall.
7. The rich soil of the _____ attracted the early farmers to Lower Egypt.
8. The Egyptians harvested _____, cut its stems into flat strips, and pounded the strips into flat sheets.
9. Patiently the Egyptian scribe unrolled the long _____ and began writing on it.
10. By _____ the land, Egyptian farmers were able to keep track of boundaries.

Reviewing Main Ideas

Complete the next five sentences with the answer that best tells *why*. The page numbers tell you where to look in the text.

1. The Nile has always united the Egyptian people because _____. (page 44)
2. Farmers in Egypt learned to work together because _____. (page 45)
3. The pharaohs of ancient Egypt needed help in keeping the nation united because _____. (page 49)
4. Keeping track of time was important in Egypt because _____. (page 53)
5. The Egyptians began making papyrus scrolls because _____. (page 54)

In Your Own Words

Pretend you are one of the following people living in ancient Egypt: slave, pharaoh, artisan, scribe, priest, soldier, woman, farmer, or vizier.

1. (a) Who are you? What do you do?
(b) Why are you important to Egypt?
2. Now write a paragraph using the answers you gave to the questions above.

Challenge!

People in ancient Sumer and Egypt wrote by using pictures to stand for ideas and objects. For example:



Happy



Sun



Sad

Create your own system of picture writing. Make a chart that shows what each picture stands for. Then, using the pictures, write a story about one part of life in ancient Egypt. Exchange the stories with classmates. Try to figure out each other's picture writing.

Unit Review

Take Another Look

Decide whether each phrase below describes (a) early hunters and gatherers, (b) ancient Egyptians, (c) ancient Sumerians, (d) ancient Egyptians and ancient Sumerians. Then, on a separate sheet of paper, write (a) next to the phrase if it describes hunters and gatherers, (b) if it describes ancient Egyptians, and so on.

1. kept written records by making wedge-shaped, or cuneiform, marks on clay tablets
2. built temples called ziggurats
3. built the world's first nation
4. were ruled by powerful god-kings called pharaohs
5. lived in large city-states
6. traveled from place to place in search of food
7. provided everything a group needed to survive
8. looked to temple priests for help in worshiping the gods
9. built tombs called pyramids
10. had little chance to trade
11. watered their fields by a method called irrigation
12. ruled by women at various times
13. learned to distinguish between safe and poisonous plants
14. improved technology by using one rock to chip away another
15. developed a system of writing

You and the Past

People from many different cultures have passed down ideas and inventions that have contributed to the world's storehouse of knowledge. Some of those ideas and inventions were developed thousands of years ago, yet we still use them today. For example, the early hunters and gatherers left behind an important discovery, fire. They used it to keep warm and to cook food. How has the technology of fire been expanded to meet the needs of our country today? (Clue: Steel is made by bringing intense heat to iron and carbon. If we did not have steel, we would not be able to build skyscrapers.)

The Sumerians and the Egyptians have given the world many important inventions. Name some of the ways you use ideas or inventions developed by the Sumerians and the Egyptians.





Unit Two

The World Long Ago: Along the Mediterranean

Long ago two great civilizations grew up along the shores of the Mediterranean Sea. One of these was that of the ancient Greeks. The other was built by the ancient Romans. Although both civilizations have long since fallen, each has made a difference in the way people live today.



3

Ancient Greece

The Greeks lived along the shores of the Mediterranean Sea. Like the Sumerians and the Egyptians, they too built a civilization. In fact, the Greeks learned much from earlier cultures, including those of Egypt and Sumer.

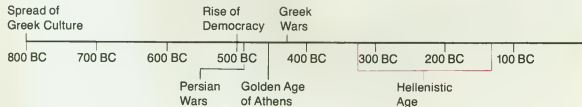
In much the same way, Greek civilization has contributed to our own **heritage**. That is, our civilization has benefited from the ideas and inventions of the ancient Greeks. The Greeks were the founders of modern science. Greek influence can also be seen today in our public buildings and in other parts of modern life. In fact, such words as *theater*, *hero*, *athlete*, and *orchestra* all come from the Greek language. Finally, the Greeks were the first to believe that people could and should govern themselves. Our form of government is, at least in part, a Greek invention.

As You Read

This chapter is divided into three parts.

- The Greek Way
- Defending the Greek Way
- The Spread of Greek Ideas

As you read, look for reasons Greek culture has had a lasting influence.



The Greek Way

Around 3000 B.C., when Egypt was already a nation, people were just beginning to settle in Greece. Most of them came from central Europe. As these early people pushed south into Greece, they found themselves in a land of tall mountains, tiny river valleys, and narrow plains. From almost everywhere they could see the deep blue of the Mediterranean Sea. The blue of the sea and constant sunshine gave Greece a dazzling brightness. To those who had come from colder, rainier lands to the north, Greece must have seemed like a perfect place to live.

Over the years, early settlers were joined by many other people. Around 1000 B.C., a Greek culture, or way of life, grew up from this mixing of many groups of people.

Farming, Fishing, and Trading

Unlike the Egyptians, the Greeks had no river to unite them. Instead, mountains and the sea divide Greece into many parts. Yet everywhere in the country, people lived in similar ways.

Most Greeks were farmers and shepherds. High in the mountains they grazed goats and sheep. On the lower slopes and on some hills, they cut step-like fields called terraces. Here they planted grape vines and olive trees. Further down, on the valleys and plains, farmers grew a variety of crops.

For many years, Greek farmers were able to grow enough to feed the people of Greece. However, as the number of people living in Greece grew, it became harder and harder to feed everyone.

In ancient Greece, most people were farmers and shepherds. Today many people in Greece still farm the land and herd sheep on hillsides.





Many Greek settlements grew into busy trading ports. How did the sea help early Greeks trade?

Greece simply did not have enough farm land. Fishing supplied some extra food, but not nearly enough.

One answer to the short supply of food was trade. Greeks had a number of products that were in demand elsewhere. One of these products was olive oil. People used it to light lamps, cook food, and to keep their skin clean. The Greeks exchanged this valuable product for the wheat and barley they needed so badly.

Yet trade did not completely solve the food problem. So around 800 B.C., leaders in many parts of Greece began to encourage families to move to other places along the Mediterranean. Some people went to

islands off the coast of Greece. Others settled in Southwest Asia. Still others built communities in southern Italy and France and even Egypt. Although people in these settlements lived outside their old homeland, they still thought of themselves as Greeks. They were bound to communities on the mainland of Greece by many ties.

In Honor of the Gods

Greeks everywhere worshiped the same gods. The early Greeks believed that these gods lived on top of Mount Olympus (ὄ λιμ'πας). Mount Olympus is a lofty, cloud-tipped peak in northern Greece.

The most important of the gods were

Zeus (zūs), who ruled both gods and people, and Hera (hir'ə), his wife. Each of the other gods had special powers over some part of life. Poseidon (pə sīd'n), for example, was the god of the sea. Sailors turned to him for help.

The Greek people believed that their gods admired strength and courage. So young men were trained in athletics from the time they were seven years old. Ancient Greeks thought that women should not be athletes. Even so, some cities, like Sparta in southern Greece, trained young girls as well as boys in a variety of sports.

The best athletes showed their skill and daring at festivals held in honor of the various gods. The most important festival was the Olympic Games held every fourth year in honor of Zeus. This festival took place in the city of Olympia, in southwestern Greece. It lasted for five days. Greeks from everywhere attended the games.

In Sparta, women and men were trained in sports. What event is shown here?



People came from all over Greece to watch the athletes who represented their city. These young men raced on foot and in chariots, threw the javelin and discus, and boxed and wrestled.

A winner at the Olympics was always treated as a hero. Each winner returned to his city in a chariot drawn by four white horses. As the chariot neared home, townspeople would tear down a part of the city wall in the hero's honor. They tore down the wall to show that a city's brave sons protected its citizens better than even the strongest wall.

A Common Culture

The Greeks shared more than a love of sports. They were also great storytellers. They loved to spin tales of their gods and heroes. These stories were not written down for centuries. Poets learned them by ear and sang their tales to the people.

A blind poet named Homer, who lived in Greece around 800 B.C., was one of the greatest singers of tales. Later someone wrote his songs down in the form of two long poems. Both poems tell of the early history of Greece. One of the poems, the *Iliad* (il'ē'əd), tells of how the Greeks captured Troy, a city in Southwest Asia. The other poem, the *Odyssey* (od'ə sə), describes the adventures of a Greek hero named Odysseus (ō dis'ē əs). It took him ten long years to find his way home from Troy.

The *Iliad* and the *Odyssey* have sometimes been called the Bible of the Greeks. Almost everywhere in Greece, a quotation from Homer was a way of settling a quarrel or answering a question. More than



*This scene from Homer's *Odyssey* appears on a Greek vase. It shows one of Odysseus' many adventures on his way home from the Trojan War.*

any other works, Homer's poems showed the values Greeks admired most.

The Greek City-State

The poems of Homer were part of the culture of Greece. So were the Olympic Games. The Greeks shared many other things as well. They all lived in small city-states, much like those in Sumer. Greeks everywhere were fiercely proud of the city-state they lived in. They would give their lives to defend it.

Rule by One Man. The Greek name for a city-state is **polis**. Most Greek city-states grew up around a fort. It was called an

acropolis. The Greek word *acropolis* means "high city." Early Greek cities were almost always built on hills so they could be defended easily. From the start, war was a constant part of Greek life.

In fact, generals ruled the early city-states. In time, some generals became kings. These kings then passed down the right to rule to their sons and grandsons. Yet kings were never treated as gods. They were always considered men. As men, their right to rule was always open to question.

Rule by Nobles. The first to challenge the kings were the wealthy landowners, or

nobles. The king depended on these people in time of war. Battles in those days were fought from chariots. Yet only the rich could afford to buy and keep horses. So they did most of the fighting. As the military importance of the nobles increased, so did their power.

By about 800 B.C., nobles in most Greek city-states had forced the kings to share power with councils. Each council was made up of nobles, and before long they were in charge.

The change from rule by one king to

Pictured on this vase are two Greek foot soldiers. What weapons are they carrying?



an **oligarchy**, or rule by a group of nobles, did not seem like much of a change to most Greeks. They still had no say in government. Yet the change was important. For the first time, at least a few people had a voice in government.

A Call for Change. After about 150 years, the nobles began to lose some of their power. The loss was due in part to a change in the way wars were fought. Soldiers no longer fought from chariots. Instead, wars were fought by foot soldiers carrying metal shields and long swords. As more Greeks took part in battles as foot soldiers, they too wanted a say in government.

These soldiers were not the only people unhappy with rule by nobles. Other Greeks complained loudly that laws were not written down. No one could be sure what the laws were. To quiet the people, the nobles in some city-states agreed to write down the laws. Yet even then the Greek people were not happy. The few still ruled over the many.

Rule by Tyrants. By around 650 B.C., people everywhere in Greece were ready for a change. The Greeks listened eagerly to men who promised a better life if they, rather than the nobles, were in charge. With the backing of the people, these men took power by force. In ancient Greece, anyone who took power in this way was called a **tyrant**.

Today the word *tyrant* has another meaning. It means "a harsh or unjust ruler." However, few Greeks saw tyrants that way at first. Most early Greek tyrants

provided fairer government than people had known before.

Tyrants ruled in most of the Greek city-states for about 150 years. However, around 500 B.C., many tyrants started using their position to get richer rather than to help the people. Once again the Greeks looked for a better way of governing themselves.

Some city-states followed the lead of Sparta, which was still ruled by nobles. Other city-states experimented with a new government. They called it **democracy**, meaning “rule by citizens.”

Rule by Citizens. The first city-state to build a democracy was Athens, in south-eastern Greece. The most important governing group in Athens was the assembly. Every citizen had a vote in the assembly.

However, not everyone who lived in a polis was a citizen. Citizenship was limited to men born in the polis. Those men also had to have fathers who had been citizens. So a foreigner could not be a citizen, even if his family had lived in the city for hundreds of years. The same was true of slaves. Slaves did much of the hard work in Greece. Their work made it possible for citizens to spend time in the assembly.

Women, whether or not their fathers were citizens, also had no role in government. In ancient Greece, women could and did hold many jobs, including those of poet, artist, and artisan. Yet a woman could never become a citizen, no matter how talented she might be. Instead, she was expected to free her husband or father of daily tasks so that he could take part in government.



These bronze disks were used as ballots by Athenian jurors. The disk with a hole in the center meant guilty.

To Help You Remember

1. Name four things that early Greeks shared as part of their culture.
2. (a) Why did early Greeks increase trade and move to places outside their homeland? (b) What effect do you think these two events had on the spread of Greek culture?
3. (a) Who was Homer? (b) Why have his poems sometimes been called the Bible of the Greeks?
4. What caused the city-states to go from rule by king to rule by nobles?
5. What caused the city-states to go from rule by nobles to rule by tyrants?
6. (a) What was the form of government Athens and other city-states adopted when people tired of rule by tyrants? (b) Who took part in this new form of government?

Study Help

Reading for Reasons

At the beginning of this chapter, you were asked to look for reasons Greek culture had such a lasting influence. A good way to find reasons is to ask yourself two questions:

- **What** happened?
- **Why** did it happen?

What happened is called the **effect** or result. Why it happened is called the **cause** or reason.

Below are some causes and effects from the section entitled "The Greek Way." Match each effect in the first column with the correct cause in the second column.

What happened

1. Greek culture grew up from a mixing of many groups of people because
2. Young men trained in athletics from the time they were seven years old because
3. Athenian citizens could spend most of their time in the assembly because
4. Greek cities were almost always built on hills so
5. Ordinary Greeks wanted a say in government because
6. Leaders in many parts of Greece encouraged families to move to other places along the Mediterranean because
7. In 650 B.C., tyrants became the rulers of Greece because
8. Although their land was divided by mountains and the sea, the Greek people were united because

Why it happened

- a. slaves did much of the hard work in Athens.
- b. they fought as foot soldiers to defend it.
- c. early settlers were joined by many other people.
- d. Greeks believed that their gods admired strength and courage.
- e. they could be defended.
- f. they all shared a common culture.
- g. Greece did not have enough farm land to feed its people.
- h. they promised Greeks a better life.



Column from the Acropolis of Athena

Defending the Greek Way

Although the Greeks shared a way of life, each polis was like a separate country. City-states hardly ever worked together. Instead, many wars were fought to keep one city-state from becoming more powerful than the rest.

Yet, around 500 B.C., many Greeks started to wonder how much longer the city-states could remain independent. These people feared that if Greece did not unite, one polis after another would be conquered by outsiders.

A Threat from the East

The country that most threatened Greek city-states in those days was Persia. It lay

to the east of Greece in central Asia. Today Persia is known as Iran. By the year 490 B.C., Persia had taken over most of Southwest Asia and parts of North Africa. Darius (dā rī'əs), the king of Persia, then turned his attention to the mainland of Greece.

The First War. In 490 B.C., Darius sent messengers to each Greek city-state demanding gifts of earth and water. In those days, if the people of a country gave earth to a king, they accepted him as ruler of their land and people. To give water meant that they considered him ruler of the sea.

The Persian Empire stretched from the Indus River in Asia to Thrace in Europe. What country did it include in northern Africa?





Darius, ruler of the vast Persian Empire, is shown here on a throne. He is talking with his nobles and advisors.

Some city-states did as Darius demanded. They gave him earth and water. Others proudly refused to give in. When the messenger arrived in Athens, he was tossed into a deep pit. The Spartans threw the Persian messenger into a well. "There you will find both earth and water for your master," they shouted to him.

Darius responded by sending 600 ships loaded with soldiers to Greece. When the Athenians heard the news, they asked all of the city-states to join together to fight the Persians. However, before anyone could respond, the Persian army landed on the narrow plain of Marathon, only 26 miles (42 kilometers) from Athens.

The Athenians decided to attack the Persian army before it had a chance to

move inland. They caught the Persians off guard. After losing the battle, the Persians were forced to return to their ships and sail home.

Athens had won a great victory. However, the Greeks knew they had not yet seen the last of the Persians. Another attack would surely come. The only question was when.

The Second War. It would be ten years before the Persians could return to Greece. During those years, the Persians were busy close to home putting down one revolt after another. By 480 B.C., the Persians were again in control of their lands. Once more they turned their attention to Greece.

Within weeks, a Persian army led by Xerxes (zirk'sēz), the son of Darius, had taken all of northern Greece. Southern Greece, including Sparta and Athens, was to be next.

To reach these city-states, the Persians had to go through a narrow mountain pass called Thermopylae (thər mop'ə lē). A small band of 300 Spartans lay waiting for the Persians at Thermopylae. The Spartans hoped to hold off the Persians until more soldiers could arrive.

For two days, the Spartans fought off the Persians. Even when it was clear that help would not arrive in time, they refused to give up. One by one, the Spartans died in battle.

With this victory, the Persians had an open road to Athens. The Athenians knew they did not have enough soldiers to defeat the Persian army in a land battle. However, on the sea, they were sure they could win easily, for Athens had one of the strongest navies in Greece.

So the Athenians abandoned their city and sailed to the nearby island of Salamis (sal'ə mis). There, in the narrow strait between the island and the coast, the small, swift Athenian navy had the advantage. As Xerxes watched from a throne set up on a cliff overlooking the strait, one Persian ship after another was battered and rammed by the Greeks. Once again, the Athenians had defeated the Persians.

Under Athens' Lead

The Battle of Salamis in 480 B.C. marked the end of the war. However, to many Greeks, it did not mean that the danger had passed. These Greeks believed that it

was more important than ever to unite. Only such unity, they argued, would prevent future attacks by Persia or other invaders.

Athens, the victor at Salamis, led the move to unite the city-states into a league. Members of the league agreed to work together in time of war.

At first many city-states did not like the idea. Sparta for one refused to join the league. Yet, in time, the Athenians persuaded about 200 other city-states to join. Each city-state had a single vote in the league. Each contributed ships or money for the defense of members. Because all the money was held in safekeeping on the island of Delos, the league was called the Delian (dē'lē ən) League.

In the beginning, every member of the league was supposed to be equal. However, Athens had one right no other member had. It alone could decide how many ships or how much money each member was to give. Athens used this power to take over the league.

In time, the Delian League became the Athenian Empire. The league's treasury was moved from Delos to Athens. Athens forced more city-states to join. It also kept others from leaving. Athens had become the most powerful city-state in Greece.

The Golden Age of Athens

Although Athens was now very powerful, the Persian war had left the city in ruins. The Athenians were eager to rebuild it. The man who led Athens during this time was a general named Pericles (per'ə klīz').

Pericles was one of ten generals elected by the Athenian assembly. Unlike the

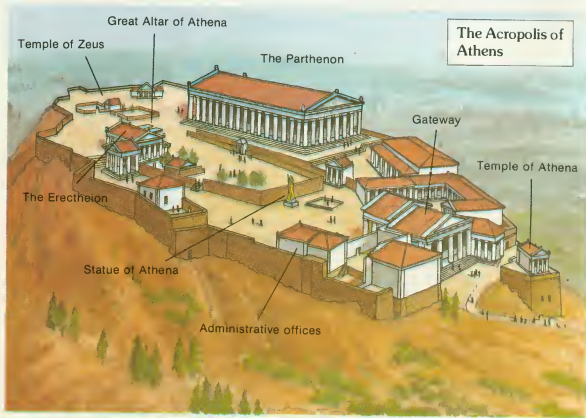
other generals, Pericles won election year after year. More than any other person, he seemed to express the dreams of the Athenian people. One of these dreams was to make the city the most beautiful in the world. His efforts were so successful that some call the years he led the city—from 461 B.C. to 429 B.C.—the Golden Age of Athens.

A Center of Art. Pericles began by making the Acropolis, the hill around which the city was built, a showcase for Athenian artists and builders. When their work

was done, a bronze statue of Athena (ə thē'nə), the goddess who guarded the city, stood at the very top of the hill. As goddess of war, she wore full armor and held a huge spear high in the air. Its tip glistened so brightly in the sun that it could be seen from far out at sea. It became a landmark for Athenian sailors returning from long voyages.

The Parthenon (pār'thə non), a temple to Athena, was nearby. Its roof was supported by marble columns. Inside stood yet another statue of Athena. This one was made of gold, ivory, and gems.

The Acropolis of Athens rises high above the city. In ancient times, Greeks visited the Acropolis to honor the goddess Athena.



On one side of the Acropolis, the Athenians built a huge outdoor theater. Rows of stone seats were carved into the hillside overlooking a small stage at the base of the hill. Here Athenians gathered to see the latest plays. The theater was an important part of city life.

A Center of Learning. Athens was also becoming a center of learning for all of Greece. Among the city's greatest teachers were those who tried to answer the questions, What is truth? What is justice? Those who think about such questions are called **philosophers**. Philosophers seek knowledge and wisdom. *Philosopher* comes from two Greek words which mean "love of wisdom."

One of the wisest of the Greek philosophers was Socrates (sok'rə tēz'). Day after day, he could be seen in the marketplace questioning the people he met and trying to lead them toward better ways of living. Wherever he went, eager crowds gathered around him.

During the Golden Age of Athens, thoughtful people were beginning to question the idea that there were many gods. Socrates was among them. To those Athenians who still held to the old beliefs, this made Socrates a dangerous man. They feared he would lead the young people of Athens astray.

In 399 B.C., when Socrates was very old, he was brought to trial for his teachings. He told the judges that he would never give up his search for the truth even if it cost him his life. In the end, it did. The judges sentenced him to die by drinking hemlock, the juice of a deadly plant.



This French painting done in the 1600's shows Socrates drinking the poison hemlock.

Yet Socrates' ideas lived on, even though he wrote no books. Instead, people learned of his life and teachings from his students. One of these students was Plato (plā'tō). Like Socrates, Plato also searched for the truth. He too wanted to find the best way for people to live.

Division Again

As powerful as Athens was during its golden age, it had a rival. That rival was Sparta. In time, quarrels between the two would lead to a war that involved Greeks everywhere.

By 431 B.C., Sparta had won control of most of the city-states nearby. When it turned its eyes toward Athens, a war broke out that lasted for 27 years.

During the long years of fighting, armies on both sides destroyed much of Greece. The Athenians saw their navy destroyed. The city itself was in ruins. People were worn out by disease, hunger, and fighting. The Athenians could stand no more. In 404 B.C., they surrendered.

Sparta had won the war, but it could not bring peace to Greece. For a time, the Spartans tried to rule the old Athenian Empire, but before long the other city-states rebelled. Quarreling once again divided Greece.

To Help You Remember

1. (a) Why did the Greek city-states fight one another? (b) What great threat arose that made many Greeks want to unite around 500 B.C.?
2. (a) How did Athens lead the Greeks in defeating the Persians? (b) Why did Athens want the Greeks to unite in a league after the war?
3. How did the Delian League become the Athenian Empire?
4. Why are the years between 461 B.C. and 421 B.C. known as the Golden Age of Athens?
5. What caused the destruction of much of Greece in the years following the Golden Age of Athens?

The Spread of Greek Ideas

In the years following Athens' Golden Age, it seemed to many that Greece would never again be united. They were wrong. For in time Greece was united, but it was not united by Greeks. Instead, it was united by a country to the north of Greece called Macedonia (mas' ə dō'nē ə).

Macedonia in the Lead

Macedonia was the home of a fierce, war-like people who, like the Greeks, were proud of their independence. In fact, their fierce independence made the country difficult to rule. The first to rule Macedonia successfully was King Philip II. He came to the throne in 359 B.C.

As a boy of fifteen, Philip had spent

several years in Greece. While there, he had admired the Greek way of life. It is likely that Philip first dreamed of conquering the country during those years.

Philip began by building the best army in the world. At the head of this army, he marched into Greece where he quickly defeated one city-state after another. Just before final victory, he was killed. His son Alexander, at the age of 20, quickly took control of his father's empire.

When the Greeks heard that a young man of 20 had taken Philip's place, many were delighted. They were sure that Greece would soon be free again. Alexander proved them wrong. His quick mind and iron will were equal to those of

his father. However, his daring and military genius went beyond those of Philip. Philip's dream had been to unite Greece. At the age of 20, Alexander dreamed of ruling the world.

Alexander started where Philip had left off. Although he admired the Greeks, Alexander dealt harshly with those cities that continued to fight his rule. Quickly he put down the revolts and then turned his attention to the east. There lay the Persian Empire, a prize that Alexander quickly set out to win.

Alexander began by taking over Egypt and then marching deeper and deeper into Persian territory. By 331 B.C., after five years of fighting, he was king of Persia. Still he did not rest. Beyond Persia lay India. Alexander set out to conquer India as well.

By the time Alexander reached India, his troops had marched over 9,000 miles (14,480 kilometers). They were weary, homesick, weakened by illness, and beaten down by the heat and fierce rains of India. Despite such hardships, Alexander managed to gain control of northwestern India by 326 B.C. However, he never conquered the rest of India.

Alexander was not defeated by the Indian army but by his own men. They refused to go any farther. They wanted only to go home.

Sadly Alexander returned with his weary forces to Persia. Once there, he began making plans for governing his huge empire. Before he could carry them out, he died of a fever. The great conqueror was only 32 years old when he died.

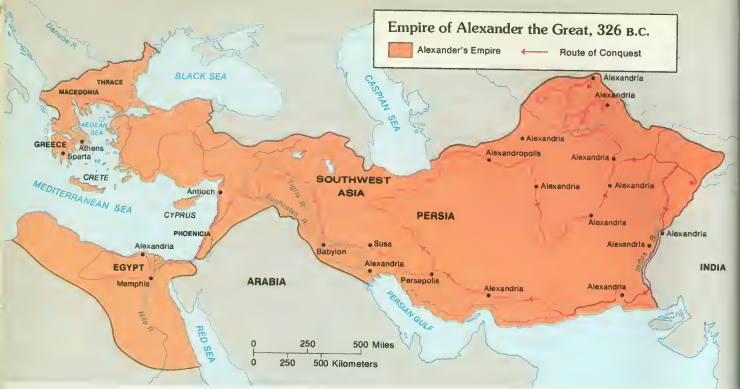
The Hellenistic Age

Alexander had no sons or daughters to take his place. So when he died in 323 B.C., his empire was divided into three kingdoms. One kingdom was centered in Macedonia, the second in Egypt, and the third in what is now Syria. Each was ruled by one of Alexander's generals.

The kingdoms created after Alexander's death lasted about 200 years. Those years are known as the Hellenistic Age. The word **Hellenistic** means "Greek-like." It is a good name for a time in which many people blended Greek culture with their own way of life.

Alexander became a legendary hero. From this bronze statue, describe Alexander.





Alexander's empire was the largest the world had ever known. How many cities in the empire were named after him?

This blending was most obvious in the great cities that Alexander founded before his death. Each was laid out much as cities were in Greece. People in each city studied Greek writers, decorated their homes with Greek pottery and statues, and listened to Greek music. Many even spoke Greek.

Yet there were many Greek ideas that these people paid little attention to. For example, no one anywhere spoke of the rights of citizens. Even in Greece itself, such talk was no longer heard. Yet the idea that citizens have rights did not completely disappear. In time the idea would inspire another group of people who lived in Europe to the west of Greece. These

people were the Romans. They too built a great civilization.

To Help You Remember

1. Where did unity come from in the years following Athens' Golden Age?
2. (a) Why did King Philip II dream of conquering Greece? (b) What did he do to make his dream come true?
3. (a) What did Philip's son Alexander dream of? (b) What did he do to make his dream come true?
4. (a) What happened to Alexander's empire when he died? (b) Why are the years following Alexander's death known as the Hellenistic Age?

Chapter Review

Words to Know

- | | |
|----------------|----------------|
| a. polis | f. acropolis |
| b. noble | g. tyrant |
| c. democracy | h. philosopher |
| d. Hellenistic | i. heritage |
| e. oligarchy | |

Match each word in the list above with its correct meaning in the list below.

1. government in which citizens rule
2. the name for a Greek city-state
3. Greek-like
4. government in which a small group rules
5. a lover of wisdom
6. a person who takes power by force
7. a wealthy landowner
8. a Greek fort built high on a hill
9. ideas and inventions passed from one generation to another

Reviewing Main Ideas

Study the list below. If a cause is given, write what happened. If an effect is given, write why it happened. The page numbers will help you find the missing information.

1. **Cause:** The number of people living in Greece grew, and it became harder to feed them. (pages 62–63)
2. **Effect:** The Greek city-states fought many wars with each other. (page 69)
3. **Cause:** Darius, king of Persia, sent messengers to each Greek city-state demanding gifts of earth and water. (pages 69–70)
4. **Effect:** Athens led the move to unite the city-states into a league. (page 71)
5. **Cause:** Pericles dreamed of making Athens the most beautiful city in the world. (pages 71–73)

6. **Cause:** Alexander's empire continued in Greece, Egypt, Macedonia, and Persia for 200 years. (pages 75–76)

In Your Own Words

Choose one set of causes and effects from the previous exercise. Use the information to write a paragraph of cause or a paragraph of effect. Keep in mind that some words or phrases tell the reader that you are describing causes. Other words or phrases are used to describe effects.

Causes	Effects
because	therefore
on account of	as a result
since	so

Challenge!

Hippocrates was the most outstanding physician of ancient Greece. His writings were read by doctors for thousands of years. Today many doctors in Europe and the United States take the Hippocratic Oath when they become physicians. It is a pledge based on his teachings. Look up the Hippocratic Oath in the library. Why do you think the oath is still taken today? What does it suggest about the way the Greeks viewed the work of doctors? What does the oath suggest about the way people today view medicine?

Things to Do

The Olympic Games were first played in Greece over two thousand years ago. Today many countries take part in the games. Look up the Olympic Games in an encyclopedia. How have they changed from the time of the ancient Greeks? In what ways have they remained the same?



4

The Rise of Rome

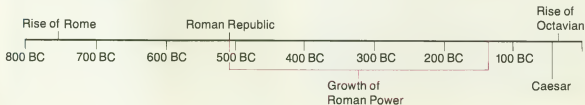
The story of Rome begins in Italy over 2,700 years ago. Italy is a peninsula to the west of Greece. Italy and Greece are alike in many ways. Both lands border on the Mediterranean Sea. Both have a mild climate with cool winters and hot, dry summers. In its early days, Italy too was divided into many city-states. Unlike the early Greeks, the early people of Italy did not share a way of life.

Among the many groups living in Italy were the Latins. These people were mainly shepherds and farmers who lived on a large, fertile plain in the middle of the country. On a hill overlooking the plain, a few Latin shepherds built the village that became the city of Rome. No one ever dreamed that this or any other Latin settlement would one day rule not only Italy but also much of Europe, Asia, and Africa as well.

As You Read

The chapter is divided into three parts. Each traces important steps in Rome's history. As you read each, look for reasons that Rome was able to win and rule a great empire.

- Early History
- Conquering Others
- A Time of Changes



Early History

According to legend, Rome was founded in 753 B.C. In those days, Rome was little more than a group of huts on one of seven hills overlooking the Tiber River. The location turned out to be a good one. The village was at the crossroads of every important land route in Italy.

From Village to City

As people made their way from one part of Italy to another, many would stop in the marshy valley below the village. There people from the coast could trade with people further inland. Artisans gathered near the village, too. They came to sell

The Etruscans were great lovers of beauty and art as well as brave warriors.



their pottery, weapons, and tools. The valley was slowly becoming a **forum**, or marketplace.

In time, some artisans and traders settled in the village or on one of the other hills nearby. Soon there were settlements on all seven hills. As trade grew, many neighboring people began to look at the Latin villages jealously. About 600 B.C., one of these groups, the Etruscans, conquered the seven villages.

The Etruscans lived in the north of Italy. There they had built many strong city-states. In fact, the Etruscans had the strongest armies in Italy. One of those armies ruled Rome for nearly a hundred years.

During those years, Etruscan kings united the seven Latin villages along the Tiber into one city. They built a great wall of cut stone and earth around the villages and the valley where the traders met. The Etruscans also drained the marshy valley and then paved it. Roads leading to the Forum were paved as well. Slowly Rome became a city of graceful temples and fine houses.

The Start of the Republic

In spite of the city's growth, the Latins were never happy with Etruscan rule. Many dreamed of the day their city would again be free. Finally, in 509 B.C., the Latins drove out the last Etruscan king. From then on, Rome belonged to the Romans.

With the Etruscans gone, the Romans set up a **republic**. A republic is any government that is not headed by a king or

queen. In a republic, power rests with the people.

Although Rome was a republic, it was not a democracy. In a democracy, all citizens have the same rights. However, in Rome, a small group controlled the government. These citizens were wealthy landowners.

In early times, almost everyone in Rome was related to everyone else. So the Roman people viewed themselves as a very large family. They saw the wealthy landowners as the heads of that family. In fact, they were called **patricians** from the Latin word *pater*, meaning "father." Every other citizen was a **plebeian** (pli-bē'-ən). In Latin, the word *plebs* means "many" or "common." Although both the patricians and the plebeians served in the army, only the patricians had a voice in government.

The Roman Republic was headed by two **consuls**. They supervised other government officials, acted as judges, and even commanded the army. Fearing that anyone with so much power might become a king, the Romans limited a consul's term of office to one year. As still another safeguard, one consul could not do anything without the other's approval.

The consuls were all patricians. So was the group who advised them, the **senate**. After a while, the senate became the most important part of the government. Unlike consuls, senators held office for life.

Changing the Republic

Plebeians in Rome had few rights. They could not hold public office or even marry patricians. Yet plebeians were expected to



The grave expression of this Roman consul may be due to his many responsibilities.

defend Rome on the battlefield. This seemed unfair to them. They called for **reforms**, or changes, in government.

In 494 B.C., the plebeians finally found a way to make their demands heard. That year, Rome was at war with one of its neighbors. Instead of preparing to fight, the plebeians marched out of the city and camped nearby. They told the patricians to fight the war themselves.

In a panic, the patricians begged the plebeians to return. The plebeians agreed to come back only if there was someone in the government who would protect their rights. As a result, the plebeians were allowed to choose **tribunes**. A tribune's



An early Roman family would gather together in the atrium. There they would worship, tell stories, and play games.

only job was to watch over the rights of the plebeians.

In time, tribunes became very powerful. They even won the right to stop any law or government action. All they had to do was yell “*Veto!*” (“I forbid.”)

Over the years, other victories followed. The most important came in 450 B.C. That year the senate chose two men to record the laws of Rome on tablets. The Twelve Tables, as they were called, were then placed in the Forum for all to see. In fact, every Roman schoolboy had to memorize them. Now everyone knew the law. Patricians could no longer reword the laws to suit their own needs.

The election of tribunes and the recording of the laws were important steps for

the plebeians. Their struggle for equal rights was not yet over, however. In fact, the plebeians were not able to serve as consuls and senators until 287 B.C.—over 200 years after the Republic was founded.

Life in the Republic

In the early years of the Republic, the Romans lived very simply. Many were farmers who worked small plots of land. Even those who were well-to-do did not have fancy houses.

Most homes were built around a patio known as an *atrium* (a'trē əm). There the family spent most of its time. Everyone gathered in the atrium to worship the family's household gods. It was in the atrium too that Roman parents told their

children about Rome's greatest heroes. Among the most popular were Horatius and Cincinnatus.

Horatius at the Bridge. When the Romans drove out the last Etruscan king, the king persuaded another powerful Etruscan to join him in attacking Rome. The invaders then marched so close to the city that only a wooden bridge separated them from Rome.

A patrician by the name of Horatius offered to hold off the enemy while the Romans cut down the bridge behind him. Two other soldiers volunteered to help Horatius. With axes, the Romans hacked away at the beams and posts of the bridge and loosened its foundations. As the bridge began to totter, Horatius ordered the other two soldiers to go back to safety. Yet he kept his place on the bridge until it fell with a crash. Since the invaders could not cross the river, they gave up. Horatius had saved the city.

Cincinnatus. A few years later, Rome once again needed a hero. This time, a fierce group of people who lived nearby attacked the city. One of the Roman consuls led an army outside the city to prepare for battle. While he was there, the enemy surrounded the Roman camp and took the consul prisoner. The second consul was out of the city. There was no one to lead Rome in this crisis.

Under Roman law, the senate could put one person in charge of the city in an emergency. That person was a **dictator**. He had all the power of a king but only

for a limited amount of time. The senate decided that this was clearly an emergency and chose a dictator. Cincinnatus was his name. He was a former consul and a senator.

Messengers rushed to Cincinnatus' farm to tell him the news. They found him in his fields. He put down his plow and raced at once for Rome. There he organized an army and rescued the captured consul.

The Romans were so grateful that they offered Cincinnatus a crown of gold. He might easily have made himself king. However, Cincinnatus cared nothing for money or power. He quickly returned to his farm happy that he had been able to serve Rome. He spent the rest of his life working in his fields.

It is not certain whether these stories of Horatius and Cincinnatus are entirely true. Yet both stories suggest the kind of person the Romans most admired.

To Help You Remember

1. Why did the location of Rome make it a good place to settle?
2. (a) Who were the Etruscans? (b) List three ways they changed Rome.
3. (a) What is a republic? (b) Why was the Roman Republic not a democracy?
4. (a) Why did the plebeians want to reform the Roman government? (b) What three victories did the plebeians win in reforming the Republic?
5. What was life like for the Romans in the early years of the Republic?
6. Describe the kind of person early Romans admired most.

Conquering Others

In 509 B.C., at the start of the Republic, war was an almost constant part of life in Italy. The Roman army was made up of citizens. In times of war, they, like Cincinnatus, simply put down their plows and put on their armor. The greatest glory for these citizen-soldiers lay in fighting for Rome. They managed to conquer not only all of Italy but also all of the countries that border the Mediterranean Sea.

In Italy

The Romans fought their first wars with their closest neighbors in central Italy. Then, in about 400 B.C., a band of fierce

This container lid shows Roman warriors. It was made in the 300's B.C.



warriors swooped down from northern Italy. These warriors were known as the Gauls.

The Gauls destroyed everything in their path, including much of Rome. Yet even the Gauls could not destroy the Roman spirit. After driving the invaders out, the Romans rebuilt their city. Then they moved against their old enemies, the Etruscans.

By 340 B.C., the Romans controlled northern Italy. They were ready to turn their attention to the south. There they battled the Greeks who had built many city-states in southern Italy. Although the Greeks were experienced fighters, they proved to be no match for the Roman army.

By 272 B.C., Rome held all of Italy. Now the Romans set out to rule the people they had conquered. In some ways, the geography of Italy helped. Unlike Greece, Italy is not broken up into separate valleys by rugged mountains. The gently sloping Appenine Mountains are not steep enough to block travel from one part of the country to another part. The Romans understood early the value of good roads.

Wherever Roman soldiers went, they built roads. The same roads that helped the army win an empire also helped it to keep peace.

More important still in keeping peace was the way Rome treated the city-states it had conquered. Instead of turning people into slaves, the Romans made them full or partial citizens of Rome. People in all of Italy could vote or hold office in the

Roman government. As a result, few people ever turned against Roman rule. When fighting did break out, it was not because people wanted freedom from Roman rule. It was because they wanted more rights as Roman citizens.

Across the Mediterranean

Once fighting at home ended, the Romans faced a new enemy across the sea. That enemy was Carthage, a city-state located to the west of Egypt on the coast of North Africa.

Carthage was founded around 900 B.C. by the Phoenicians (fə nish'ənz), who were a seafaring people. The Phoenicians had once lived at the eastern end of the Mediterranean Sea. By 265 B.C., Carthage controlled almost all the trading in the Mediterranean. In fact, ships from Carthage even made their way as far north as the British Isles.

Now Carthage was moving into southern Italy. It already controlled several Greek cities on Sicily, an island just south of Italy. In 264 B.C., Rome tried to push Carthage out of southern Italy. What followed was three long and bitter wars. The wars began in 264 B.C. and dragged on for more than a hundred years. The Romans called these wars the Punic (pyū'nik) Wars from the Latin word for Phoenician.

Perhaps the greatest challenge to Rome in these wars came from a general known as Hannibal. He led Carthage during the Second Punic War.

The Romans expected Hannibal to attack Italy by sea. Instead, he decided to invade the city by marching through Spain and Gaul. In 218 B.C., Hannibal set out on his journey with 40,000 men, hundreds of horses, and 32 elephants.

The high, snow-covered Alps are north of Italy. The Romans thought no army

What territory did Rome hold in 265 B.C.? What territory did Carthage hold?



would ever cross those mountains. The Romans had not counted on Hannibal's determination.

For two weeks, Hannibal and his men climbed icy trails. Over 15,000 soldiers plunged to their deaths along the way. All but one elephant died. Exhausted by the bitter cold, the men pushed on until they reached Italy.

For the next 15 years, Hannibal and his army marched through Italy, defeating the Romans in one battle after another. Then, just as victory seemed within Hannibal's grasp, the Romans came up with a brilliant plan. They sailed for North Africa and surrounded Carthage. Hannibal was forced to return to his city. There, in 202 B.C., he fought his only losing battle.

Although Rome won the Second Punic War, many Romans still feared Carthage. In 149 B.C., a third war began. It lasted only three years. Once again the Romans won. This time, they took the people of Carthage as slaves. The city itself was burned to the ground. The Romans then spread salt on the soil so that nothing would grow there for years to come.

Uniting East and West

With Carthage destroyed, the Romans took control of its lands in Spain and North Africa. Yet Rome's new empire did not stop there. For even while Rome had been fighting the Punic Wars, it had also been slowly taking over land on the eastern edge of the Mediterranean. A very tempting prize lay there—the great empire that Alexander had once ruled.

First, the Roman army added Macedonia and Greece to the Roman Empire.

Then bit by bit the Romans conquered Alexander's empire in Southwest Asia. By 133 B.C., Rome was in control of all the land bordering the Mediterranean.

The Romans now faced the problem of governing people who lived outside Italy. They chose to follow Carthage's example. Carthage had made the lands it conquered **provinces**. People in the provinces paid taxes to Carthage but could not become citizens.

Rome gave each of its western provinces a set of laws. These laws outlined what taxes people were to pay and how they were to be ruled. A governor, chosen by the Roman senate, was sent to each province to see that the laws were obeyed.

The eastern provinces were at first allowed to keep their local leaders. Later they too were given a set of laws and were ruled by Roman governors.

To Help You Remember

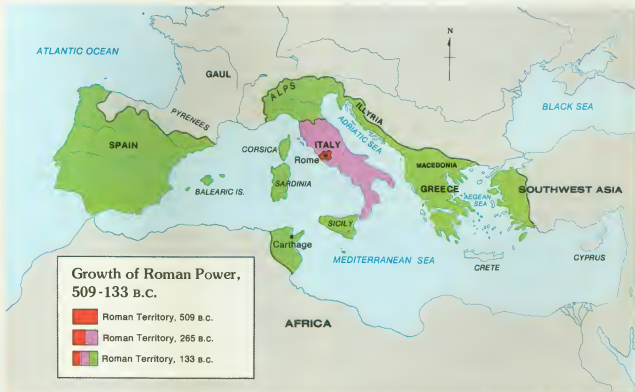
1. (a) How did citizen-soldiers feel about fighting for Rome? (b) What did these soldiers manage to do?
2. (a) How did the geography of Italy help the Romans rule and keep peace? (b) Name two things the Romans did that further helped them rule.
3. (a) Where was Carthage? (b) Why was Carthage a threat to Rome?
4. (a) Who was Hannibal? (b) How did the Romans finally defeat him?
5. (a) What lands in the west did Rome win from Carthage? (b) What lands in the east did Rome win?
6. (a) How did Rome rule its provinces in the east? (b) How did it rule its provinces in the west?

Study Help

Reading Maps for History

The map below shows how Rome grew from a small city-state in 509 B.C. to a world power in 133 B.C. Use the legend on the map to answer the following questions:

1. What territory did Rome rule in 509 B.C.?
2. What territory did Rome rule in 265 B.C.?
3. Name the lands that Rome acquired between 265 B.C. and 133 B.C.
4. By what year had the Romans conquered parts of Southwest Asia?
5. By what year had the Romans conquered most of Spain?



A Time of Changes

By 133 B.C., the Roman people had been at war for nearly 400 years. During these years, Rome had become the most powerful city-state the world had ever known. However, the people of Rome had paid a heavy price for that honor. Thousands of soldiers were dead. Families were torn apart. Even the land itself was in ruins. No part of Roman life was left untouched.

A New Way of Life

In the early days of the Republic, the Romans' first loyalties were to their families and the Republic. They valued discipline and hard work rather than wealth and power. As Rome won more and more lands, those values began to change.

Now that Rome ruled an empire, some people had become very rich and powerful. Many leaders used public office to fill

their own pockets with gold. Men with strong ideals, like Horatius and Cincinnatus, were no longer heroes.

In the provinces, governors lived in almost royal splendor. So did the generals. When a general returned to Rome after a victory, he rode in a chariot of gold. Crowds lined the streets to cheer him.

Such a parade was often followed by public games where prisoners were forced to fight one another to the death. In time, the generals tried to win public favor by paying for bigger and better games. Jealously they competed for the favor of the Roman people.

As a few Romans grew richer and richer, others became poorer than ever. Many of those who became poorer were the citizen-soldiers. Some soldiers returned from the wars to find that their farms had been destroyed in the fighting.

Others at first seemed luckier. Their fields had been spared. However, when they went to sell their crops, they found that no one was willing to buy. Many of the provinces paid taxes to Rome in the form of grain. So much wheat now flowed into the city that there was no need to buy any from Roman farmers.

Disgusted, many farmers tried to find work elsewhere. Here, too, they had no luck. The Romans now had many slaves. These slaves did almost all of the work in Rome. No one was willing to pay for jobs that slaves did for nothing.

As time went on, many farmers flocked to Rome in search of jobs and food. There they found thousands of others in the

Chariot races were a popular sport in Rome. Thousands came to cheer their favorite team.



same position. Fearing these people would starve, the government gave them free food. So the poor stayed on in Rome, living mainly on handouts. Desperately these people searched for someone, anyone who could offer them a better life. Bad times had come to Rome.

A Country Divided

There were Romans who still valued the old ways. Some of them tried to solve the problems of the poor. Among these were two brothers, Tiberius (tī bir'ē əs) and Gaius (gī'yəs) Gracchus (grak'əs).

Two Brothers. The brothers came from an old Roman family. Their mother was a patrician and their father a plebeian. The boys' father died when they were young. Their education fell then to their mother Cornelia. She worked hard to teach her sons the old Roman values. She reminded them that their father had been a respected leader in Rome. She told them, too, about her father—their grandfather. He was the general who had defeated Hannibal and destroyed Carthage.

As her sons grew up, Cornelia urged them over and over again to do something worthwhile for Rome. Tiberius, the older of the two, decided to improve the conditions of the poor. As a first step, he got himself elected tribune in 135 B.C. Then he tried to get laws passed that would divide public lands among the poor.

Tiberius' ideas were not popular with members of the senate. They controlled much of the land he wanted to divide. When Tiberius tried to get elected to a second term, the senators saw their



Unable to sell their grain or to find work, many farmers were given free bread.

chance. First they accused Tiberius of wanting to be king. Then they stirred up a riot. In the fighting Tiberius and 300 of his followers were killed.

A few years later, Gaius took up his brother's cause. He, too, made many enemies among the wealthy. In the end, he killed himself to avoid his brother's fate.

The Generals. In the years that followed the deaths of Tiberius and Gaius Gracchus, Rome was torn apart by rioting. The poor were not alone in wanting change. Many other groups also wanted to better themselves. Each looked to popular generals for support.

Some of these generals were elected consuls year after year. As the generals took control, many new laws were passed that increased the generals' power. For example, the generals wanted soldiers loyal to them, not to Rome. So new laws allowed a general to hire soldiers. These men did not fight out of a sense of duty. Instead, they blindly followed any general who promised them wealth and glory.

These were the conditions in Rome when a man named Julius Caesar (sē'zār) set out to make himself the most powerful person in the Republic. It took him less than 15 years to win his goal.

The Rome of Julius Caesar

In about 60 B.C., Julius Caesar was a popular general and governor of the province of Spain. North of Spain lived the Gauls in what is now France. Caesar decided to conquer these people and add their land to Rome's growing empire.

In 58 B.C., Caesar entered Gaul. He stayed for nine years. In that time, his army fought and conquered one part of the country after another. As a result, he and his men grew very rich.

Caesar did not neglect the lands he conquered. Wherever he went, he built roads and brought laws that linked these

To create jobs for the poor, Julius Caesar had public buildings put up. The Theater of Marcellus was begun under Caesar.



new lands to Rome. In the end, the Gaul he left was well-organized and peaceful. The army he led was fiercely devoted to its general.

Not everyone was happy with Caesar's success. A number of senators feared he might make himself king. So they ordered Caesar to return to Rome without his army.

Caesar did indeed return to the city. He did not come alone. When his enemies heard that he was marching toward Rome with an army, many panicked and fled from the city. Caesar immediately took control. Then he set out to keep control. By 46 B.C., he ruled Rome.

The following year the people, grateful for peace at last, made Caesar dictator for ten years. As dictator, he worked hard to improve life in Rome and its provinces. He allowed many of the people Rome had conquered to become Roman citizens. Now, for the first time, a Spaniard or an African could become a senator.

Closer to home, Caesar created jobs for the poor, putting up public buildings. He also got laws passed to help them out of debt. In return, the poor gave him their loyalty.

A number of senators, however, saw Caesar's success as a threat to the Republic. When Caesar made himself dictator for life, these men decided to act. They chose March 15, 44 B.C., to be the day of Caesar's death. They selected the senate as the place to kill him.

Although Caesar was warned of the danger, he refused to stay home on March 15. Instead, he walked unarmed to his seat in the senate. As he did, a signal was

given. The men who planned his death rushed toward him with knives.

At first, Caesar fought off his attackers. However, when he saw that Brutus, one of his best friends, was among them, he stopped fighting. Soon after, he was dead.

The men who killed Caesar did not bring back the Republic. In fact, Caesar's death in 44 B.C. marked the start of a civil war that divided Rome for 13 years. The winner would turn out to be Caesar's nephew Octavian. In 31 B.C., Octavian defeated his enemies in a great naval battle. Caesar himself would have been pleased at this turn of events. With no sons of his own, he had chosen Octavian to follow him.

In the next chapter you will see that Octavian did far more than just follow Caesar. He ruled Rome as if he were a king. The Roman Republic was gone. In its place was the Roman Empire.

To Help You Remember

1. (a) What did many people come to value once Rome ruled an empire? (b) How did these people live?
2. (a) Give three reasons why some people in Rome became poorer than ever before. (b) How did the government try to help these people?
3. What did Tiberius and Gaius Gracchus want to do to help the poor?
4. Describe the conditions in Rome when Julius Caesar came to power.
5. (a) How did Julius Caesar become dictator? (b) Name three things he did as dictator.
6. (a) Who killed Caesar? (b) Why did they kill him?

Chapter Review

Words to Know

Choose the term that best completes each of the following sentences.

- | | |
|---------------|--------------|
| a. consuls | f. forum |
| b. senate | g. plebeians |
| c. patricians | h. reforms |
| d. provinces | i. republic |
| e. dictator | j. tribune |

1. A Roman _____ had all the power of a king but only for a limited time.
2. A _____ is any government that is not headed by a king or queen.
3. The wealthy landowners of Rome were called _____.
4. The Republic was headed by two _____.
5. The group who advised the consuls was called the _____.
6. In the early days of Rome, _____ had few rights.
7. Slowly the valley below the village became a _____, or marketplace.
8. The job of a _____ was to watch over the rights of the plebeians.
9. The lands Rome conquered outside of Italy were made into _____.
10. The common people called for _____, or changes, in government.

Reviewing Main Ideas

Decide whether each of the following sentences describes Rome *before* or *after* it ruled an empire.

1. The Romans valued discipline and hard work.
2. Leaders used public office to fill their pockets with gold.
3. Heroes cared nothing for power.

4. The Roman army was made up of citizens who put down their plows and put on their armor in times of war.
5. Many new laws were passed that increased the generals' power.
6. The laws of Rome were recorded for all to see.
7. For the first time, a Spaniard or an African could become a senator.
8. The government gave the poor handouts of free food.
9. Plebeians demanded the right to have someone in government represent them.

In Your Own Words

Complete one of the following paragraphs with information from the chapter. The first paragraph describes life in Rome *before* it ruled an empire. The second paragraph describes life in Rome *after* it ruled an empire. If you need help, the page numbers will tell you where to look in the text.

Before (pages 82–83)

Before Rome ruled an empire, people cared little for money or power. _____
After (pages 88–89)

After Rome ruled an empire, the old values began to change. _____

Challenge!

In this chapter, you read about the wars the Romans fought against the Carthaginians. A Greek historian believed that the Second Punic War was a turning point in history. A turning point is an event that changes the course of history. He made the observation quoted on page 93.



... The Romans, feeling that the chief and most essential step in their scheme of universal conquest had now been taken, were first [bold enough] to reach out their hands to grasp the rest and to cross with an army to Greece and Asia."

Why does the historian think the Second Punic War was a turning point? Do you agree? Find evidence in the chapter to support your point of view.

Keeping Skills Sharp

The map on this page shows Hannibal's route into Italy. Study the map and answer the following questions:

1. How does the map help explain why the Romans believed that Hannibal would set sail from Carthage and attack Italy by sea?
2. Trace the route that Hannibal took.
 - (a) Where did the route begin?
 - (b) What lands did Hannibal pass through before reaching Italy?
3. (a) Besides the Alps, what other mountains did Hannibal and his men cross?
 (b) What two lands did these mountains separate?
4. Name at least two rivers that the Carthaginians crossed on their journey.
5. Name the body of water the Carthaginians sailed on when they left Italy and returned to Carthage.



5

The Roman Empire

In 29 B.C., a general entered Rome on a golden chariot as great crowds gathered to cheer his victories. The Republic was 480 years old that year. This was not the first time a general had paraded through the streets of Rome. However, this parade was different.

The general was Octavian, Julius Caesar's nephew. Unlike earlier generals, he had not defeated an enemy of Rome. Instead, he had been fighting other Romans for the right to rule the Empire. As the winner of those battles, Octavian was now commander of the army, or *imperator* (im'pə rāt'ər), from which our word **emperor** comes. He was also *princeps* (prin'ceps), or first citizen of Rome. As princeps, he had the final say over any law. Later, Octavian was given yet another title, *Augustus*, or honored one. As Augustus, Octavian was king. In 29 B.C., the Republic had come to an end. A new chapter in Roman history had begun.

As You Read

The first part of this chapter looks at life in the Roman Empire. The last two parts look at changes within the Empire, including those that led to the fall of Rome. As you read, look for ways Rome has shaped the world today.

- A Time of Peace
- Challenges to Rome
- The Fall of Rome



A Time of Peace

Augustus ruled the Empire for over 40 years. During those years, Rome was at peace for the first time in its history. The peace would last 200 years beyond Augustus' lifetime. There has never been another time like it in history. Never again would any part of the world be free of war for so long.

Uniting the People

By the time of Augustus, the Roman Empire reached from the Euphrates River in Southwest Asia to the Atlantic Ocean 3,000 miles (4,800 kilometers) west. It stretched from the dry desert sands of the

Sahara in the south to the forests of the British Isles in the north, a distance of 2,000 miles (3,200 kilometers). Over 60 million people were united.

Roads like those Rome had built to unite Italy now reached to every part of the Empire. In building these roads, the Romans did not allow anything to get in their way. Where there were rivers, they built bridges. Where there were mountains, they built passes. Even today, in much of North Africa, Europe, and Asia, Roman roads still mark the best routes.

Along these roads, the people of the Empire traveled both for business and

What body of water did the Roman Empire border? What other bodies of water did the Roman Empire touch?





Roman-built roads are still used today. The drawing shows how the roads were built.

pleasure. No matter where they went, they traveled in safety. They were protected by Roman soldiers and Roman law. According to the law, there was no difference between a citizen who lived in Rome and one who lived in Syria, Gaul, or North Africa.

The laws that protected people throughout the Empire were based on the famous Twelve Tables. These were the tablets on which Roman laws were recorded in 450 B.C. At that time they were recorded to protect the rights of plebeians. Now they protected everyone in the Empire. By this time, of course, there were many more laws. They covered every part of life—trade, marriage, property rights, and crime.

Today in Italy, France, Spain, and much of Latin America, laws are still based in part on laws the Romans passed

over 2,000 years ago. A basic principle of law in our own country, the idea that a person is innocent until proved guilty, comes from the Romans.

The Roman language (Latin) and the Roman way of life also reached every part of the Empire. Because Romans greatly admired Greek culture, it too became a part of life throughout the Roman Empire.

One of the Romans who studied Greek culture was a poet named Virgil (vēr'jəl). He lived at the time of Augustus. As a young man, Virgil had read and admired Homer's famous poems about the Trojan War. Virgil decided to write about the war too. Virgil's hero was a Trojan warrior named Aeneas (i nē'əs).

After the war, Virgil wrote, Aeneas rescued a small band of people and led them out of the burning city of Troy. Aeneas and his followers finally settled in central Italy. There the gods promised that the Trojans' children and grandchildren would found a great city.

Virgil believed that Aeneas was the ancestor of the Roman people. It was a story that made the Romans take pride in their past, much as Homer's poems had made Greeks feel proud of their culture.

Life in Rome

During the years of peace, Rome was the largest city in the world. Nearly a million and a half people lived there. It was so crowded that horses and wagons were banned from the narrow, twisting streets during the day. Still, crowds jostled and pushed each other about as people hurried to do the business of the day.



In wealthy households, slaves did the work. Women had plenty of time to relax.

In the Homes of the Rich. The wealthy people of Rome lived in great splendor. Many were generals and senators who had won great riches for themselves as well as for Rome. Their houses were filled with all the luxuries that money could buy for them.

These luxuries included goods from all over the Empire. Furniture was made of African gold and ivory. In the atriums were marble fountains fashioned by Greek artists. Families wore linen from Egypt and woolens from the northern part of Europe.

As in the days of the Republic, the women ran the household. Now they had many slaves to help with the work. The lucky ones worked as household servants. The rest put in long and brutal hours in mines or on large estates. From time to

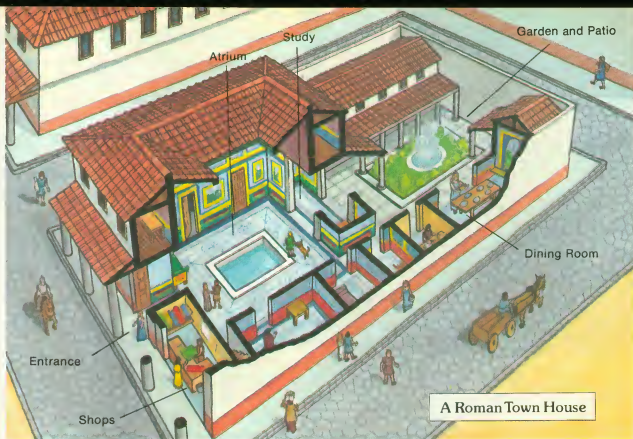
time slaves would rebel. However, they had no chance of victory against the mighty Roman army.

In Apartment Buildings. The ordinary people of Rome spent their days struggling to survive. The men worked as laborers in workshops or as builders. The women worked at home. They cooked the meals, cared for the children, and made the family's clothes.

These families lived in apartment buildings that rose five and six stories high. The apartments on the lower floors were the most expensive. Those lucky enough to have their own businesses had these apartments. Those who did not had to keep climbing until they reached one of the smaller, sometimes windowless, apartments on the third and fourth floors. Those who were very poor lived in a stuffy attic room just under the roof.

On City Streets. Augustus did much to improve the lives of the ordinary people. Before he came to power, the streets of Rome were very dangerous. Robberies were commonplace. So were murders. Fire was a constant danger. So Augustus started the world's first police and fire departments. About 7,000 guards in uniform now walked the streets of Rome. They watched for fires and crime.

Augustus helped the poor in other ways. He gave them jobs building temples and other monuments to the gods. Augustus liked to boast that he had found Rome a city of brick and left it a city of marble. The emperors who followed Augustus put up even more new buildings.



This splendid town house belonged to a wealthy Roman businessman. Upon entering, visitors passed through a beautifully-tiled atrium.

Amusements. The city was more than a showplace for artists and builders. It offered many amusements for even the poorest Roman. One amusement was the public baths. A Roman bathhouse was not just a place to wash off dirt and grime. It was a place to visit with friends and hear the latest news. Best of all, it was free to everyone.

The Forum, too, was a popular meeting place. On one side of the Forum was the Senate House. Romans, rich and poor, gathered on its steps to discuss important events or simply exchange a little gossip. Those with a few coins could stroll

around the square and buy a snack from a passing peddler.

Rome also had more spectacular forms of entertainment. One of these was the bloody fights between wild animals and special slaves trained as **gladiators**. The contests were held in a huge stadium called the **Colosseum**. There as many as 50,000 people watched in horror as gladiators and wild animals fought each other to the death.

Life in the Provinces

Of the 60 million people in the Roman Empire, only a million and a half lived in



To carry water into the towns, the Romans built aqueducts like this one in France.

the city of Rome. The rest were scattered in provinces that stretched across three continents. With peace, many of these people benefited from Roman rule. For the first time, their farms were safe from warring armies. Traders could move goods freely without fear of attack.

In every province, people were allowed to keep many of their own ways. Still, as trade grew, so did signs of Roman rule. Traders used Roman coins. They also made their deals in Latin, the language of the Romans.

Many new cities were built. All were laid out in the Roman style. Each had a forum, public baths, a colosseum, and temples to Roman gods. Yet people in the provinces did not resent the Romans, partly because they saw the benefits of close ties to Rome.

North Africa, for example, was now as rich as it had been under the rule of Carthage. The goods Africans shipped to distant places included wheat, fruit, olive oil, dyes, marble, and medicines. Spain prospered too. Its people shipped thousands of tons of gold, silver, tin, and iron to Rome and to other provinces.

Much of the land that Rome conquered in northern Europe had been home to roving bands of fierce warriors who often raided their neighbors. The Roman army ended such raids. The Gauls and other northern peoples settled in farming villages. There were even Roman cities in what had once been a wilderness.

People living in Greece, Southwest Asia, and Egypt did not need new Roman cities. Here great cities had existed for thousands of years before Rome was even founded. Yet, even in this part of the world, new buildings, broader streets, and sewers improved life for everyone.

To Help You Remember

1. (a) Who was Octavian? (b) How was he different from earlier generals?
2. Name four things that helped unite the people of the Roman Empire.
3. Name at least two ways Rome has helped shape the world today.
4. (a) What luxuries did rich people have in Rome? (b) Describe the homes of the ordinary people.
5. Name at least two ways Augustus helped the poor.
6. (a) Name three signs of Roman rule in the provinces. (b) How did Roman rule change the way people lived in the provinces?

Many paragraphs in this chapter have a special pattern or plan that helps readers see how ancient Romans lived. This pattern is called the list pattern because it lists details that describe a topic or main idea. Paragraphs written in the list pattern have the following:

- *A topic sentence that comes at the beginning of the paragraph.* The topic sentence tells what the paragraph is all about. It tells what is being listed or described.
- *A list of details that follow the topic sentence.* The details add to or describe the topic sentence.

Here are three paragraphs written in the list pattern. Find the topic sentence in each paragraph. Then, on a separate sheet of paper, list three details that describe the topic sentence. The topic sentence in the first paragraph has been found for you.

1. *During the years of peace, Rome was the largest city in the world.* Nearly a million and a half people lived there. It was so crowded that horses and wagons had to be banned from the narrow, twisting streets during the day. Still, crowds jostled and pushed each other about as people hurried to do the business of the day.

2. The luxuries of the rich included goods from all over the Empire. Furniture was made of African gold and ivory. In the atriums were marble fountains fashioned by Greek artists. Families wore linen from Egypt and woolens from northern Europe.

3. The Forum, too, was a popular meeting place. The Senate House stood on one side of the Forum. On its steps Romans, rich and poor, gathered to discuss important events or simply exchange a little gossip. Those with a few coins could take a stroll around the square and buy a snack from a passing peddler.

As you read, continue to look for paragraphs written in the list pattern.

Challenges to Rome

One of the few places in the Empire where Roman rule did not bring peace was a small province in Southwest Asia. The Romans called it Palestine after they conquered it in 62 B.C. At the time, it was not a very important victory. Palestine was just one more small country bordering the Mediterranean Sea. However, the Romans soon discovered that this country was not like any other. Here Roman rule would be challenged again and again.

The Call for Freedom

The people who lived in Palestine were the Jews. Unlike their neighbors, the Jews believed in only one God. The Jewish Bible—the Five Books of Moses—tells

how the Jews came to differ from the people around them. It gives the history of the Jewish people.

The Bible tells us that Abraham and his family left Sumer to settle in Palestine over 4,000 years ago. It explains, too, how hundreds of years later the Jews became slaves in Egypt. The Jewish Bible tells of how, with God's help, Moses freed the Jews and led them back to Palestine.

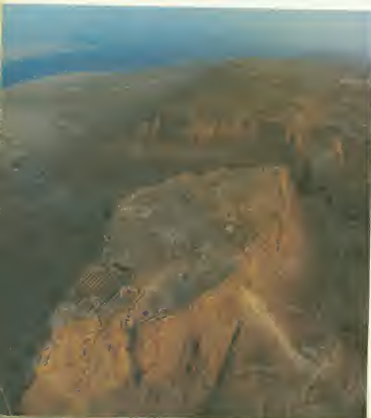
In Palestine, or Canaan as it was then called, the Jews built a nation. The nation's laws were based on the Ten Commandments, which had been given to the Jews by God. The Commandments told people how to act toward God and how to treat one another.

Palestine was never a large country, and it never had a strong army. So Palestine was conquered again and again by its more powerful neighbors. Yet, no matter how often they were defeated in battle, the Jews managed to keep their religion alive. Even when their enemies dragged them off into slavery in a distant land, some always managed to return and rebuild their country.

The Romans knew that the Jews believed strongly in one God. So they did not force the Jews to worship Roman gods. Still the Jews, like the early Romans, wanted the right to rule themselves. Over the years, the Jews fought again and again for their freedom. Yet they stood little chance of winning.

One revolt began in A.D. 66. It took the Romans seven years to put it down. During this war, Rome destroyed the Great

Masada ruins mark the site of the Jews' revolt against the Romans in A.D. 66.





In this early piece of art, Jesus is shown in the center surrounded by the disciples.

Temple in Jerusalem, the capital of Palestine. Still the Jews did not give up. A small band held out for three more years. In the end, they were surrounded in a mountain-top fortress called Masada with no hope of escape. They committed suicide rather than surrender.

Even then the fight was not truly over. The Jewish people and the Jewish religion lived on. In time, there would be more wars with Rome. Forcing the Jews out of Palestine did not solve the Romans' problem either. The Jews led revolts in distant lands.

The Beginnings of a New Religion

It was during the years of rioting that a new religion began in Palestine. Its founder was a Jew known as Jesus. He grew up in Nazareth, a village in the northern part of Palestine. There Jesus studied the Jewish Bible and the writings of many religious teachers.

In time, Jesus too became a teacher. He traveled with a group of followers, or

disciples, from village to village. At each stop, Jesus told the people how to treat one another and how to show their love for God. He believed that the best way was by doing to others as you would wish them to do to you.

Many people saw Jesus as a great leader. Others felt threatened, especially after they heard that Jesus was being called the Messiah, or son of God. The Romans ordered Jesus' death in A.D. 29.

The message Jesus taught did not die. His followers spread it throughout the Roman Empire. Although only a few Jews accepted Jesus as the Messiah, many other people did. They began calling themselves Christians as they spread the new faith. The word *Christian* means "a believer in Christ." In Greek, *christ* is the word for Messiah.

At first, Christians followed all of the teachings of the Jewish religion. However, many of them believed it was not necessary to do so. The best known of these early Christians was Paul.



This art shows Constantine holding a model of an early Christian church.

Paul carried Jesus' message to Greece, Macedonia, and Southwest Asia. Wherever he went, he formed communities, or churches, of Christians. He kept in touch with these groups through letters. Each letter was read over and over. Many were copied for other groups. Some of his letters, along with the story of Jesus' life and teachings, are what form part of the Christian Bible.

Other teachers followed Paul's example. Together with Paul, they spread the teachings of Jesus to every part of the Empire, including Africa, Spain, Gaul, even Rome itself.

Most of the first Christians were poor. Many were slaves. Almost all lived in cities. There they quickly found themselves in trouble with the Romans.

Like the Jews, Christians would not kneel before Roman gods. They also refused to bow to statues of the emperor, who by this time was being honored as a god. To some, the refusal to bow to the emperor seemed proof that the Christians were plotting to destroy the Empire.

A number of emperors threatened to kill anyone who continued to practice Christianity. Given a choice between giving up their religion or dying, many early Christians chose to die. Yet, in spite of 300 years of punishment, Christianity did not die. More and more people throughout the Empire became Christians.

Among those who became Christians was the Roman emperor Constantine. In A.D. 313, he gave Christians freedom to follow their religion. Almost 70 years later, in 381, Christianity became the only official religion of the Roman Empire.

To Help You Remember

1. (a) Who were the people who lived in Palestine? (b) How did they differ from people in neighboring countries?
2. What right did the people of Palestine fight for over and over again?
3. (a) What new religion began in Palestine? (b) Who founded this religion?
4. What did Paul and other great leaders of the new religion do?
5. (a) Why did the emperors of Rome punish believers in the new religion? (b) When did the new religion become the official religion of Rome?

The Fall of Rome

In spite of unrest in Palestine, most of the Roman Empire was at peace until about A.D. 180. That year marked the start of a time of fighting both at home and along Rome's eastern borders. Bad times had once again returned to the Empire. This time, Rome would not be strong enough to survive.

A Time of Unrest

Trouble began in 180, in part because it was the year an emperor died. More and more often, the death of the emperor marked the start of a bloody fight for control of the Empire. The Romans had never found a way of choosing an emperor that everyone accepted. Some emperors inherited the title from fathers or other relatives. Other emperors were chosen by the senate and the army.

This bronze medallion, made in the 500's, shows a German warrior on horseback.



Later on, most emperors fought, much as Augustus had done, to win the right to rule. Others bought off the army. None of these emperors had much interest in the people they ruled. They wanted only wealth and power.

The men who served under these emperors had the same attitude as their leaders. They too saw public office only as a chance to get rich. The people also used government for personal profit. They now gave their support to those who promised the most free wheat or the best gladiatorial contests.

At the same time that the Roman government was growing weak, outsiders were threatening the Empire. Among these enemies was a fierce, war-like people who lived in Europe just beyond the eastern border of the Empire.

The eastern boundary was formed by the Rhine and Danube rivers. Beyond these rivers lived many groups of warriors who spoke a language like modern-day German. These groups roamed western Europe in search of food and other goods. In the past the Roman army had kept these people out of the Empire. Now they boldly crossed the Roman borders and attacked villages and towns.

Rome immediately sent more and more soldiers to defend its borders. Since soldiers cost money, taxes went up again and again. Before long, many Roman farmers and workers did not have enough left to support their families. Trade slowed as people bought less and less.

Division

By 284, it seemed as if the Empire could not last much longer. That year, however, Diocletian (dī ə klē'shən) became emperor. He was determined to save Rome. He was neither a Roman nor wealthy. Born in what is now Yugoslavia, he was the son of a freed slave. As a boy, he had joined the Roman army and had worked his way up through the ranks.

As a soldier, Diocletian believed in strong leadership. He decided that part of the problem was that the Empire was now too big for one person to govern. So Diocletian chose another emperor to help him rule. His co-emperor took charge of the western half of the Empire. Diocletian ruled in the east. For a while, there was peace again in the Empire.

Diocletian was less successful in bringing prosperity back to the Empire. Prices were rising everywhere, and more and more people were out of work.

The emperor tried at first to control prices so that no one could raise them. However, that only drove people out of business. If they could not charge enough to pay their expenses, they could not make a living. Thousands abandoned their farms and businesses. Many moved to cities already crowded with people out of work.

Diocletian decided to try again. He ordered everyone to stay on the job. People were no longer free to change their occupations. He even ordered that children had to do the same type of work as their parents. The rule was almost impossible to enforce. However, it did keep the problem from getting worse for a time.

The next emperor who showed any interest in saving Rome was Constantine. He came to power in 306. Constantine united the Empire for a time. Its capital was no longer Rome, though. Constantine moved it to a Greek city named Byzantium (bi zan'tē əm) on a point of land between the Mediterranean and Black seas. Constantine changed the name of the city. He called it Constantinople in honor of himself. Today it is Istanbul.

After Constantine, Rome again had two emperors. One ruled from Constantinople in the east while the other ruled from Rome in the west. By now, both parts of the Empire were Christian. In time, the Christian Church also divided. In the east, the Church came to be called the Eastern Orthodox Church. Its center was in Constantinople. In the west, the Church came to be called the Roman Catholic Church. Its center was in Rome.

The End of the Western Empire

The two parts of the Empire began to drift further and further apart. The eastern half grew stronger while the Western Empire faced one invasion after another by fierce bands of German warriors.

After almost a hundred years, the Germans attacked Rome itself. In 410, they entered Rome and burned the Forum. It was the first time in 800 years that Rome had been invaded. In 455, Germans once again sacked the city.

By the end of the 400's, the Western Empire was divided into small kingdoms. Each was ruled by a German chief. Roads and bridges between these kingdoms and Rome were left to crumble. There was no



In Constantinople, today called Istanbul, Emperor Constantine built Christian churches. Hagia Sophia, the most famous, is now a museum.

one to repair them. Trade almost disappeared. For most people it was a struggle just to stay alive.

The only bond between Europeans in those years was the Christian Church. It united people throughout Europe. It kept the Romans' language alive. Latin was now the language of the Church.

When the Western Empire fell to the German tribes, many artists, teachers, and business people fled to the east. Here the city of Constantinople continued to be the capital of a great empire that included Southwest Asia, Egypt, and Greece. It was known as the Byzantine (biz'n tēn') Empire from *Byzantium*, the original name of Constantinople. In the Byzantine Empire, Roman laws and culture lived on for another 1,000 years.

To Help You Remember

1. (a) When did bad times return to the Roman Empire? (b) How did this time of trouble differ from earlier times?
2. How did the death of an emperor affect the Empire?
3. What were the main interests of the Roman emperors during this time?
4. (a) Why did Rome need to defend its borders? (b) Name three ways the cost of defending Rome's borders affected the Empire.
5. What three changes did Diocletian make to try to save the Empire?
6. (a) What happened to the Western Empire after the German tribes sacked Rome? (b) What became of the Eastern Empire?

Chapter Review

Words to Know

Complete each of the following sentences.

1. An *emperor* is a person who _____.
2. A *gladiator's* life was difficult because _____.
3. In the *Colosseum*, Romans watched _____.
4. *Disciples* were people who _____.

Reviewing Main Ideas

Below is a list of topics that were discussed in this chapter. For each topic, list at least two details that add to or describe the topic. The page numbers tell you where to look for the information.

1. Ways the people of the Roman Empire were united (pages 96-97)
2. Ways Rome has shaped our world today (pages 96-97)
3. Ways people lived in the city of Rome (pages 97-99)
4. Ways the provinces benefited from Roman rule (pages 99-100)
5. Ways Rome's power was challenged by people in Palestine (pages 102-104)
6. Ways the Roman government became weak (page 105)
7. Ways Diocletian tried to save the empire. (page 106)
8. How the Western Empire was destroyed (page 106)
9. How Roman laws and culture survived after the fall of the Western Empire (page 107)

In Your Own Words

Write a paragraph about one of the topics in the exercise above. Organize your paragraph in the list pattern. Some steps to follow are listed at the top of the next column.

1. Write a topic sentence that states what your paragraph is about. You may want to use one of these following words in your topic sentence:

some many among

2. Write a sentence for each of the details you listed in the preceding exercise. Look back in the chapter to find details that will help you describe your topic. Here are some words you can use to connect your sentences:

also too another one

Challenge!

The Romans did not write numbers the same way we do. They used capital letters as symbols for the various numbers. All Roman numerals were written with seven basic symbols: I (1), V (5), X (10), L (50), C (100), D (500), and M (1,000). All numbers were a combination of one or more of these seven symbols. For example, 513 is written DXIII ($500 + 10 + 3 = 513$). The number 2,610 is written MMDCX ($1,000 + 1,000 + 500 + 100 + 10 = 2,610$). However, the numbers 4 and 9 use the principle of subtraction and are read from right to left. Thus, 4 is written IV ($5 - 1 = 4$) and 9 is written IX ($10 - 1 = 9$). The number 40 then is written XL ($50 - 10 = 40$). Try writing the following numbers using Roman numerals:

15 90 160 467 1,987

Things to Do

Make a mural or poster that shows life in ancient Rome. On one part of the poster, draw pictures of life in early Rome. On the other part, show life in Rome under Augustus.

Unit Review

Take Another Look

Decide whether the following sentences are true or false. If a sentence is false, explain why it is false.

1. The Athenians were the first people to build a democracy.
2. The Roman Empire was headed by two consuls.
3. In its early days, Rome was a republic but not a democracy.
4. In Athens, everyone was a citizen.
5. In the Byzantine Empire, Roman laws and culture lived on thousands of years after the fall of Rome.
6. By the end of the 400's, the Western Empire was divided into many small kingdoms, each ruled by a German chief.
7. During the Hellenistic Age, few people paid any attention to Greek styles and culture.
8. Greek city-states worked together and rarely fought each other.
9. Because Greece was divided by mountains and the sea, the Greek people had very little in common.
10. The Greeks were always ruled by a single strong leader.
11. Sparta was the center of art and learning in Greece.
12. Under Roman law, citizens throughout the Empire were treated equally.
13. Before A.D. 313, the Romans forced Jews and Christians living in the Empire to worship Roman gods.
14. Roman law was based on the Ten Commandments.
15. During the 200 years of peace, Rome was the largest city in the world.

You and the Past

Many of the terms we associate with our government come from Latin or Greek terms. Read the following list of words. Use a dictionary to help you find out which are Greek and which are Latin. Then list the Greek words in one column and the Latin words in a second column. Write a definition for each word. Try to think of other terms associated with government. Check to see if they too come from Greek or Latin terms.

constitution	president	senate	republic
democracy	republic	veto	civics
consulate	judicial	jury	representative





Unit Three

The World Long Ago: Asia

The Romans and Greeks were not the only ancient people to build great civilizations. Even as the Roman Empire was flourishing, people in Asia were developing new ideas and inventions and creating great empires.

وَكَاذِبُ عِزِّ الْجَمَالِ لِلشَّهْرِ وَالشَّهَدِ

مَا رَجَحَ سَيْرُكَ تَأْوِيلًا وَادْلَا جَا وَلَا لِعِيَانًا مَلَكًا وَلَا دَاخِلًا



أَجْ أَنْ تَقْصِدَ الْبَيْتَ الْجَرَامَ عَلَى تَحْرِيرِكَ الْحَجَّ لَا تَبْغِيهِ جَا جَا
وَسُخَى كَاهِلِ الْإِنْصَافِ مَخْذَرْدَعُ الْهَوَى هَادِيًا وَالْحَقُّ مَبْجَا

6

The Islamic Empire

Desert sands cover much of Arabia, a large peninsula in Southwest Asia. Arabia is a harsh land where water is more precious than gold. Yet even in the days of the Roman Empire many cities dotted the deserts of Arabia. Among the largest was Mecca.

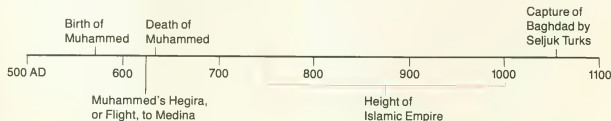
Mecca was just 50 miles (80 kilometers) from a port on the Red Sea. Many travelers stopped in Mecca to rest. Merchants who led great camel caravans stopped to sell spices, silk, and jewels. Most important, nearly 1,400 years ago a new religion called Islam began in Mecca. Its founder was Muhammed (mu ham'id). In time, Muhammed's followers would conquer and rule an empire even larger than the one the Romans built.

As You Read

This chapter is divided into three parts.

- The Beginnings of Islam
- Building an Empire
- A Great Civilization

As you read, look for how and why the followers of Muhammed were able to conquer so much of the world. Look too for the contribution Muslims have made to life in many parts of the world.



The Beginnings of Islam

Muhammed was born in Mecca about the year A.D. 570. No one recorded the exact date. At the time, not even his mother dreamed that the date of his birth would ever be of interest.

Muhammed's Early Years

Not long after Muhammed was born, his father died. His mother worried about the child. So she sent him to live in the desert with a Bedouin (bed'ū ən) family for a few years.

Arabia is a peninsula. What three bodies of water surround the peninsula?



The Bedouin were herders who roamed the desert with their sheep, goats, and camels. Muhammed's mother believed that the pure desert air would strengthen her son. She hoped too that he would learn courage and independence from the Bedouin. They were known throughout Arabia as brave warriors.

After two or three years in the desert, the boy returned to Mecca to live with his mother. Then, when Muhammed was only six years old, his mother died too. The young orphan went to live with an uncle.

Muhammed's uncle was not a wealthy man. So the child had to earn money to help support himself. In those days, Mecca had plenty of jobs for a young boy. Several trade routes passed through the city. There were caravans to load and camels to water. Many boys earned money by cleaning the market. Other boys ran errands, guarded animals, and did odd jobs.

Like most boys in Mecca, Muhammed enjoyed the time he spent in the market. There he heard about life in distant lands. He also listened to the stories of the many Jews and Christians who passed through the city. They spoke of their religious beliefs. Unlike the people of Mecca, Jews and Christians believed in one God. The young boy must have been puzzled by the idea.

The people of Arabia believed in many different gods. These gods were said to live as spirits in trees and rocks. Mecca had a shrine to these gods. It was called



This painting was done in the 1500's. It shows Muhammed being visited by an angel and a group of wise men.

the Ka'ba (kā'bə), and it was one of the holiest places in all of Arabia. People from every part of the peninsula came to worship at the Ka'ba.

No one knows for sure how Muhammed felt about the things he saw and heard in the market. We do know, however, that as he grew older the people of Mecca saw him as a thoughtful, gentle person. They now called him Muhammed al Amin, or "the trustworthy one."

When Muhammed was in his early twenties, he was hired by a wealthy widow named Khadya (khaď'yə). In those days, women in Arabia were supposed to

stay at home. They were not allowed to trade in the marketplace or run a business. So Khadya had to hire a man to handle her business affairs.

Khadya was so happy with Muhammed's work that she asked him to marry her. She was 40 years old at the time. The groom was 25.

Muhammed's marriage made him a wealthy man. He no longer had to work hard to make a living. He had time for himself. He spent more and more of that time alone. He would camp out in the cool dark caves in the hills outside the city. There, in the stillness of the desert,

he found that he could think clearly. He often puzzled about the meaning of life and death.

On one of his journeys into the hills, Muhammed had an experience that changed his life and the lives of millions of others. According to Muhammed, an angel appeared to him as he was resting in a cave. The angel told Muhammed that there was but one God, who created the earth.

Three years later the angel appeared to Muhammed a second time. This time the angel said that Muhammed was to be a **prophet**. A prophet is a messenger sent by God. Soon after, Muhammed started his life's work.

Teaching a New Religion

In 610, Muhammed began preaching to the people of Mecca. At first, only his family and a few close friends paid much attention. Then slowly, others accepted his teachings.

Muhammed taught that there was only one God. The word for God in the Arabic language is *Allah*. Muhammed urged his followers to obey the will of Allah. He called the religion he preached **Islam**. In Arabic, *Islam* means "to submit or give in to the will of God." The followers of Islam are called **Muslims**, or "the faithful."

Muslims believe that Moses and Jesus were prophets sent by God. They also believe that Muhammed is the last and most important prophet.

Muhammed continued to receive messages from God for over 20 years. These messages were either written down as he received them or recorded later. Together



An illustration in the Koran, the sacred book of the Muslim's, shows Noah's ark.

they form a book that is holy to the followers of Islam. The book is called the **Koran**.

Not everyone in Mecca became a Muslim. The powerful families that controlled the city saw the new religion as a threat to their high position. Muhammed taught that all people are equal in the eyes of God. The leaders of Mecca disagreed. They believed that they were better than anyone else.

The leaders disliked the new religion for another reason too. Hundreds of people

came to Mecca each year to worship at the *Ka'ba*. While in the city, they spent money on meals and clothing. The people who profited most from these visits were the wealthy families who controlled the city. They feared that, as more people became Muslims, fewer and fewer would visit the *Ka'ba*.

At first, Muhammed's enemies just spoke out against him. Then they decided to take action. One night a group of men broke into Muhammed's home. They had come to murder him, but they did not succeed. Muhammed had been warned of the plot. He and his followers had left the city of Mecca.

Muhammed's escape from Mecca in 622 is known as the **hegira**. It is the Arabic word for *flight*. Muslims saw the *hegira* as the beginning of a new age. So it became the year 1 in the Arabic calendar. In much the same way, the Christian calendar starts around the time of Jesus' birth.

When Muhammed left Mecca, he went to Yathrib, a village north of the city. There he continued to preach the new religion. More and more people, including many Bedouin, became Muslims. Soon Yathrib became the capital or center of Islam. The Muslims even renamed the village of Yathrib. Its new name was *Medina* (mə də'nə), which means "city of the Prophet."

As Islam won more and more followers, Muhammed urged Muslims to fight for their religion. They began by attacking Mecca. Muhammed's aim was to defeat the enemies of Islam there.

As soon as the city was taken, the prophet led 10,000 Muslims into Mecca.

They went immediately to the *Ka'ba*. There they destroyed the statues of the Arabian gods. The *Ka'ba* then became a place where Muslims could go to worship.

From then on, thousands of Muslims would journey to Mecca every year to pray at the *Ka'ba*. From then on too, Muslims everywhere in the world would face Mecca as they kneeled in prayer.

After Muhammed's Death

In 632, two years after his victory over the leaders of Mecca, the prophet died. Some Muslims refused to believe that such a thing could happen. They had thought of Muhammed as god-like. Abu Bakr (ə bü' bak'ər), Muhammed's closest friend, reminded them that their leader

The Islam religion requires Muslims to pray five times a day.





The Bedouin were one of the many groups that Islam united.

had been a man, not a god. He announced: "O people, if anyone worships Muhammed, know that Muhammed is dead. But if anyone worships God, know that God is alive and does not die."

The Muslims chose Abu Bakr as their new leader, or **caliph**. In Arabic, the word *caliph* means "one who follows the prophet." The chief duty of the caliph was to carry out Muhammed's teachings.

The religion of Islam united the people of Arabia as they had never been united before. Even though they all spoke the same language and shared many customs, the peninsula had always been divided among many groups. Each of these groups had its own land and its own leader. Now all groups followed the teachings of Islam and accepted the caliph as their leader.

To Help You Remember

1. (a) Where was Muhammed born? (b) What happened to Muhammed after his mother died?
2. (a) Why was Muhammed puzzled by the idea of one God? (b) What happened to Muhammed that changed his religious beliefs?
3. (a) What did Muhammed teach the people of Arabia about God? (b) Why was the new religion called Islam?
4. (a) What are Muhammed's followers called? (b) Give two reasons why the powerful families of Mecca refused to follow the new religion.
5. (a) Why did Muhammed leave Mecca in 622? (b) What did he do when he returned to Mecca?
6. How did the new religion unite the people of Arabia?

Building an Empire

In the years after Muhammed's death, Arabs set out to bring Islam to people in distant lands. In doing so, they built a great empire.

Muhammed had always encouraged Muslims to fight for Islam. He called such a fight a **jihad**, or holy war. Those who fought in a holy war did more than win glory. They won a place in heaven. Fired with their Muslim faith, Arab armies now thundered into neighboring lands.

Armies on the March

Arabia lay between two great empires. To the north and west was the Byzantine Empire. To the east lay the Persian Empire. In 632, the Arabs set out to conquer both empires for Islam. Neither the Byzantines nor the Persians took the Arabs seriously. By the time the two empires understood what was happening, it was too late.

Arab armies moved in three directions at once: north into Syria and Palestine, west into Egypt, and east toward Persia. The first major victory was in 635. That year the Muslims took Damascus, the capital of Syria. To capture the city, Muslims marched 200 miles (320 kilometers) across a hot, dry, windswept land. Only soldiers who knew the desert well could have survived the march.

By 642, Arab armies had taken Egypt. Then they pushed west across North Africa and north into parts of Spain. In the east, they were equally successful. By 645, much of the Persian Empire was in Muslim hands.

In most of these battles, the Arabs used speed and surprise as weapons. Moving swiftly on their ponies and camels, they created confusion among the armies of Persia and Byzantium. The Arab cavalry would advance under a hail of arrows fired by their foot soldiers. Then Arab horsemen would charge, turn, and charge again until the enemy finally broke ranks and fled.

By the 700's, the Muslims were pushing across central Asia. In 724, they had reached China's western border and the Indus River in India. The following year other Muslim armies began crossing the Pyrennees Mountains into France. Here

Muslim armies fought holy wars in Spain and other countries.





By 750, the Muslim Empire stretched from India in the east to the Atlantic Ocean in the west. What country in Europe did it include?

they finally met defeat at the hands of Charles Martel, king of the Franks. The Arabs were forced to return to Spain.

From Caliph to Emperor

Even without France, the Muslims ruled a huge empire. From east to west it stretched over 4,500 miles (7,200 kilometers). It was not an easy empire to control.

The empire included people who spoke dozens of different languages and followed many different religions. These people differed in other ways also. Some were like the Bedouin. They wandered from place to place in the desert with herds of camels, goats, and sheep. Others lived in cities that were thousands of years old.

The first caliphs were all friends or relatives of Muhammed. They did not try to change life in the lands they conquered. Nor did they try to become rich and powerful. They were content to live simple lives and follow the teachings of the prophet Muhammed.

Then, in 661, a new caliph made some important changes. The new caliph was named Mu'awiya (mū ā'wī yā). He was a member of a powerful Meccan family, the Umayyads (ū mī' yādz). Unlike earlier caliphs, Mu'awiya wanted to build and control a strong central government.

Mu'awiya began by moving the capital of the Islamic Empire from Arabia to Damascus in Syria. Syria lay at the center of the new empire. So the move meant

that the caliph was closer to the conquered lands.

Once settled in his new palace at Damascus, Mu'awiya ruled more and more like a king. He organized a government that put almost all power in his own hands. He named all of the judges and the police.

To keep in touch with even the most distant parts of the empire, the caliph started a postal service. It was similar to the pony express used in the United States nearly 1,200 years later. By changing horses at stations set 10 to 15 miles (16 to 24 kilometers) apart, messengers could travel from the outposts of the empire to the capital in a matter of days.

With all of these changes, the ties uniting the empire began to look like those the Romans had established. Only now the language was Arabic, and the great houses of worship were not Roman temples but Arabic **mosques**.

Like the Romans, the Arabs believed in letting people live in peace. Those who were conquered always had a choice: They could become Muslims, or they could keep their old religion and pay a tax to the caliph. In most cases, those who chose to pay the tax were left alone. The empire benefited from the taxes that poured in.

Before Mu'awiya died, he declared that his son Yazid (yā zēd') would follow him. This meant that Muslim leaders would no longer choose the man who ruled the empire. Instead, the title of caliph would belong to one family, the Umayyads. In fact, the 14 caliphs who ruled the Islamic Empire from 661 to 750 were all from the



The domes and towers of this African mosque are typical of Muslim houses of worship.

Umayyad family. It was these caliphs who brought Islam to Spain in the west and India in the east.

To Help You Remember

1. (a) Why did Arab armies march into neighboring lands? (b) What two great empires did the Arabs set out to conquer?
2. Why was the Islamic empire not an easy empire to rule?
3. (a) How did the caliph Mu'awiya differ from earlier caliphs? (b) Name at least two things Mu'awiya did to strengthen the government.
4. (a) How did the Arabs treat the people they conquered? (b) What other empire had been ruled in a similar way?

Study Help

Putting Things in Order

In this chapter, it is important to remember the order in which events took place. Headings can help you remember the order of events.

Complete the outline by putting the chapter headings below in the correct order. The main headings have been done for you.

Armies on the March
After Muhammed's Death
Muhammed's Early Years

Teaching a New Religion
From Caliph to Emperor

Part 1

Heading: The Beginnings of Islam

Heading: _____

Heading: _____

Heading: _____

Part 2

Heading: Building an Empire

Heading: _____

Heading: _____

Now use the completed outline to put the following events in the correct order. Tell which happened first, second, third, fourth, and fifth.

- Fired with their faith, Arab armies thundered out of Arabia into neighboring lands.
- Muhammed was born in Mecca about 570.
- Once in his new palace, caliph Mu'awiya ruled more and more like a king.
- The Muslims chose Muhammed's closest friend, Abu Bakr, as their new leader, or caliph.
- Muhammed taught that there was only one God.

In the next part of this chapter, you will read about how the Muslims built a great civilization. As you read keep trying to remember the order of events.

A Great Civilization

By 750, the time for conquering new lands in the name of Islam had come to an end. Now the Muslims turned their energies toward building an Islamic civilization. Even today, people in all parts of the world benefit from the ideas and inventions made by the people who lived in different parts of the Islamic Empire.

The Splendor of Baghdad

In A.D. 750, a new family, the Abbasids (ʿa bas'adz), took control of the Islamic Empire. Like the Umayyads before them, the Abbasids wanted to show off their new power. They decided to move the capital of the empire again. The site they chose was Baghdad, an ancient village in present-day Iraq. Here the new caliphs planned to build the most beautiful city in the world.

The Abbasids ordered skilled workers from every part of the empire to come to Baghdad to help with the task. It took 100,000 workers four years to finish the job. When they were through, few cities of ancient times could match Baghdad's splendor. The most splendid building in the city was the caliph's palace. Its green dome could be seen from every part of the city.

A Center of Trade

Baghdad was more than just a showplace for the power of the caliphs. The city lay between the great Tigris and Euphrates rivers. It was also within easy reach of the Persian Gulf. So Baghdad quickly became a center of trade. Some people of that

time called it "the marketplace of the world."

In the streets of Baghdad, one could find silks from China, linens from Egypt, gold from Africa, and furs from far-off Russia. Merchants from all over the world came there to buy and sell. There was so much trade that a new occupation soon developed—banking. For the first time in history, a person could write a check in one part of the world and have it cashed by someone who lived thousands of miles away. In fact, the English word *check* comes from the Arabic *sakk*.

The ancient city of Baghdad with its beautiful parks and gardens attracted people from all over the world.



Many of the goods offered for sale in the marketplace were new to the people who bought them. Oranges are a good example. No one in Europe had ever seen oranges until Arab traders brought them from India.

Those same traders also introduced Europeans to cotton, rice, lemons, watermelons, apricots, peaches, and cucumbers. When you have a piece of candy, think about Muslim traders who brought sugar cane to Europe a thousand years ago. The word *candy* comes from the Arabic word *quand*, meaning "brown sugar."

Muslim traders carried ideas as well as goods. One idea was an easy way of writing numbers. They learned it in India. Made up of nine digits and zero, it is the number system used almost everywhere in the world today. It replaced the earlier way of writing numbers used by the Romans. Today we can thank Muslim traders when we write the Arabic numerals 388 instead of CCCLXXXVIII.

From the Chinese, the Muslims learned how to make paper. They also learned about the compass. With this invention, Muslim sailors could find their way even on the open seas.

A Center of Learning

The Muslims did more than just spread ideas between east and west. They also made many discoveries of their own.

In medicine, Muslim doctors were among the first to use herbs and plants to treat diseases. In fact, they set up the first drugstores. Today when people have a cold, they benefit from work done by the Arabs. Arabs made the first cough syrup.

Muslim doctors were also among the first to realize that diseases were not sent by God as punishment. They found that many diseases were passed from one person to another by coughing, sneezing, or touching.

One of the most famous Muslim doctors was Ibn Sina, who lived from 980 to 1037. He wrote a five-volume encyclopedia. It described every step in the treatment of a wide range of diseases. For over 500 years, medical students in Europe used Ibn Sina's work as their textbook.

The End of an Empire

For over 200 years, the Islamic Empire prospered. However, in time, caliphs seemed more interested in their fine jewels and beautiful palaces than they were in ruling an empire.

So, little by little, the empire began to break apart. The caliphs were not strong enough to put down local leaders who challenged their right to rule. In time, the caliphs were unable to fight off invaders who threatened Baghdad itself.

In 1055, a fierce, war-like people from central Asia swept into Iraq and took the city of Baghdad. The new rulers of Baghdad were Turks. The Turks were led by the Seljuk (səl jūk') family. Although the Seljuk Turks became Muslims, the Islamic Empire was gone. The land the caliphs had ruled was divided among the Seljuks and many other Muslim leaders. Each one now had his own territory.

Even though the empire was gone, Islamic civilization lived on. One place it still flourished was far to the west of Baghdad, in Spain. Cordova, the capital



The Muslims learned about chess from the Persians and brought the game with them to Spain. From there it spread throughout Europe.

of Spain, was a center of trade and learning. There artists and skilled workers built palaces and mosques decorated with brightly colored tiles. Students and scholars from all over the Muslim world came to Cordova's great universities to study.

Other parts of the empire were not as prosperous. Still, the Arabic language and the religion of Islam continued to unite people. In addition, Muslim merchants continued to carry their religion to people in distant lands. As a result, places as far east as Indonesia in Asia became Muslim. So did much of Africa.

Today Islam is the second-largest religion in the world. Five times a day, in all parts of the world, millions of people stop what they are doing and turn toward Mecca to pray. No matter where they live, no matter what they do, these people think of Mecca as a holy city. It is the birthplace of Muhammed, the founder of the religion of Islam.

To Help You Remember

1. (a) Who took control of the Islamic Empire in A.D. 750? (b) How did this family show off its power?
2. (a) Why did Baghdad become a center of trade? (b) What new occupation developed because of that trade?
3. (a) Name at least three goods introduced to Europe by Muslim traders. (b) Name three ideas or inventions that Muslim traders brought from China and India.
4. Name two medical discoveries made by Muslim doctors.
5. (a) Why did the caliphs lose their ability to control the empire and fight off invaders? (b) What group of people swept into Iraq and took the city of Baghdad?
6. (a) In what country did Islamic civilization continue to flourish? (b) Who continued to spread the religion of Islam to distant lands?

Chapter Review

Words to Know

Complete each of the following sentences.

1. *Muslims* are people who follow the _____ religion.
2. A *caliph* is a person who _____.
3. A *mosque* is a place where _____.
4. The *hegira* marks the _____.
5. The *Koran* is the _____.
6. *Islam* is the name of _____.
7. Muhammed encouraged Muslims to fight a *jihad*, or _____.
8. Muhammed was called a *prophet* because he was thought to be a _____.

Reviewing Main Ideas

Below are three headings from the chapter, followed by a list of events. Put *each* of the events under the correct heading. You will have two or more events for each heading. For *each* event, tell which happened *first*.

The Beginnings of Islam
Building an Empire
A Great Civilization

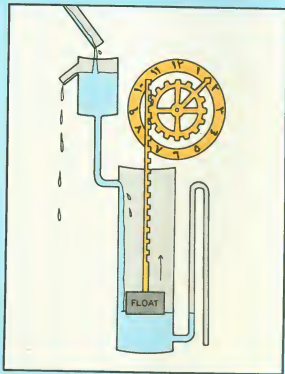
1. Baghdad was a center for learning.
2. By 724, Muslim armies had reached China.
3. Even though the empire was gone, Islamic civilization continued to flourish in Spain.
4. Muhammed listened to the stories told by Jews and Christians.
5. Muslim armies set out to bring Islam to neighboring lands.
6. Muhammed urged his followers to obey the will of God.
7. Abu Bakr became the new leader of the Muslims.
8. The capital of the Islamic Empire was moved from Arabia to Syria.

In Your Own Words

Write a paragraph about the beginning of the religion of Islam, using information from the chapter. Be sure to put your sentences in the correct order. Use words like *first*, *next*, and *last* to connect your sentences.

Challenge!

The Arabs invented machines to do all kinds of things. The diagram below shows one of the machines they invented. The writings on the outer circle of the wheel are the Arabic numbers 1-12. Can you guess what this invention was used for? How do you think it worked? (Clue: The pointer on the wheel moves from right to left around the circle.)





Keeping Skills Sharp

The map on this page shows areas of the world where large groups of Muslims live today. Study the map and answer the following questions:

1. What is the present-day name of the country in which Muhammed was born?
2. Name five countries in Asia in which Islam is the main religion.
3. (a) Besides Asia, what other continent has a large area that is Islamic?
(b) Name five Islamic countries on that continent.
4. (a) What large group of islands is Islamic?
(b) Where are these islands located?
5. Why do you think North and South America have not been included on the map?
6. Why have the cities of Mecca and Medina been included on the map?

Things to Do

Muslims must perform the following five duties as part of their religion:

faith	prayer
almsgiving	pilgrimage
fasting	

Read about these duties in a book on Islam or in an encyclopedia. Prepare a report for your class to read that explains *one* of these duties.



7

Ancient India

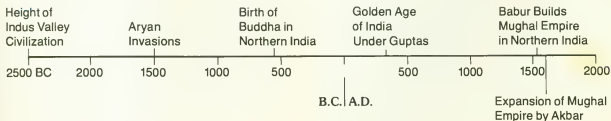
India was once much larger than it is today. Long ago, it included Pakistan and Bangladesh as well as the present-day country of India. Then, as now, the tallest mountains on Earth separated India from the rest of Asia. At first glance, those towering snow-capped mountains look as if they would keep the Indian people safe from invaders. Yet over the centuries one group after another has entered India. Some came through passes in the mountains. Others entered India by sea.

In ancient times, many newcomers came peacefully, looking for farm land or better hunting grounds. Others came later with armies, looking for riches or new lands to conquer. Slowly, over many years, the newcomers and the early settlers built a civilization in India. That civilization unites the Indian people today much as it did their ancestors over 3,000 years ago.

As You Read

The chapter is divided into three parts. As you read each part, look for reasons that Indian civilization has lasted so long.

- The Growth of Indian Civilization
- The Golden Age of India
- The Muslims in India



The Growth of Indian Civilization

The Indus River rises in the snowy peaks of the Himalaya Mountains to the north of India. It is one of the longest rivers in the country. It was along the banks of the Indus that Indian civilization began.

In the Indus Valley

The Indus River and its many branches flow through a dry land. There is enough water for farming only along the banks of these rivers. By about 3000 B.C., settlements beside the rivers stretched for

India lies in South Asia. What mountains separate India from the rest of Asia?



Ancient India

← Aryan Invasions, About 1500 B.C.

0 500 Miles
0 500 Kilometers

nearly a thousand miles (1,600 kilometers) from north to south.

Most of the settlements were villages where people earned their living from the land. Many of them kept a few sheep, pigs, goats, or chickens. They also planted wheat, barley, and cotton. In fact, the Indian people were the first people to grow cotton and weave it into cloth.

In the cities of the Indus Valley, many workers earned their living weaving raw cotton into cloth. Others worked as carpenters, bricklayers, merchants, teachers, and sailors. Because the people of the Indus Valley had a system of writing, there were scribes as well.

The way of life that grew up in the Indus Valley seemed to change very little from one year to the next. For over a thousand years, people built houses almost exactly like their old ones. Even styles of pottery and dress changed very slowly.

A Time of Sudden Changes

Then, about 1500 B.C., life in the Indus Valley began to change. In some places, it appears that people slowly lost interest in creating carefully made works of art. Other places were abandoned completely. Thousands fled to the south and east. Many settled in the valley of India's other large river, the Ganges.

No one knows for certain why people fled the Indus Valley. Perhaps earthquakes or flooding caused some people to seek safer places to grow their crops. Others may have fled as waves of fierce



The clay figure (right) was found among ruins in the Indus Valley. The ruins themselves (left) show that the cities were well planned.

invaders entered India from central Asia. These invaders called themselves *Aryans* (er'ē ənz), or noble ones.

The Aryans did not all arrive at one time. Instead, dozens of small groups entered India over hundreds of years. As each band moved into the Indus Valley, Aryan warriors attacked villages and towns.

A Changing Way of Life

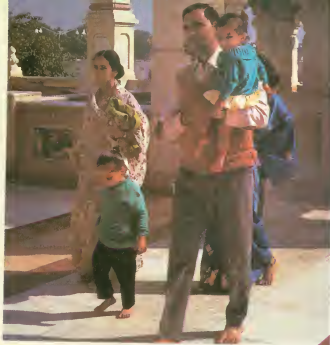
The conflict between the Aryans and the earlier settlers lasted for hundreds of years. During these years, a new way of life was gradually developing in India. It included some of the ideas of earlier settlers and many Aryan ways.

The Aryan bands that entered India were made up of three main groups of

people. One group was the nobles. They were the warriors. A second group was the priests, later known as **brahmins**. They saw to it that the gods of the Aryans were worshiped in the right way. Leaders were always chosen from among warriors and priests.

The third group was the largest. It was made up of ordinary men and women. They lived mainly by herding cattle and horses. In fact, a family's wealth was measured by how many cows it owned.

By about 700 B.C., the Aryans had spread across all of northern India. Many were farmers who kept cattle and horses and grew wheat, barley, rice, and cotton. Other Aryans lived in cities. They worked as weavers, carpenters, toolmakers, and doctors.



Hinduism is thousands of years old. This photo shows an Indian family of today entering a Hindu temple.

The Aryans were still divided into groups. Now, however, the priests were becoming more important than the warriors. The people depended on the priests to keep order in the world. Only the priests knew how to please the gods with the correct songs and chants.

The third group was still made up of ordinary people, but now a fourth group started to form. Its members were seen as the servants of the other groups. Many believe that members of this group were people the Aryans had conquered.

The Growth of a New Religion

Another part of Indian culture was changing too. That part was religion. A new religion, now called **Hinduism**, was developing in India.

Unlike some religions, Hinduism has no founder. It grew instead out of the ideas and beliefs of the early settlers and all the different people who entered India over the years. In time, it would unite these people better than any ruler could. Hinduism affected every part of Indian life.

Hindus believe that every person is born to his or her position in life. For example, Hindu writings tell of a warrior who did not wish to fight. A god tells him that he must. It is his duty. He was born to be a warrior. The god says it is better for him to do his duty badly than to do someone else's job well.

Doing one's duty was important to Hindus. They came to believe that a person lives many lives. After death, one is born again in a new body. That body may not always be human. It may be an animal's body. A person who does his or her duty well in this life might be a ruler or a priest the next time. A person who fails to do his duty will not be so fortunate.

Hindus also came to believe that a person can be freed from being born and reborn only when that person finally gains **Moksha**. A person who reaches Moksha finds freedom from personal cares and concerns. It is a little like the idea of heaven. Hindus believe that there may be many ways of reaching Moksha. No one way is better than another.

A Challenge to Hindu Beliefs

As Hinduism developed, some Indians went off by themselves to meditate or think deeply. They were seeking ways to deal with pain and suffering. One of these people founded a new religion, although

he did not set out to do so. For a time, it seemed as if the new religion would replace Hinduism.

The founder of the new religion was a man by the name of Siddhartha Gautama (sid dār'tə gā'ū tū mə). He was born in the lower hills of the Himalaya Mountains around 560 B.C. Gautama left his home as a young man to find out why there was so much suffering in the world.

After many years of wandering and thinking, Gautama found the answer to his question. He decided that suffering is caused by desire for things like wealth and power. He told his followers that they could be free from pain and suffering if they followed a middle path. A middle path, Gautama said, lies between too much and too little of any one thing. In a middle path, for example, people do not starve themselves. Nor do they overeat. They eat whatever is necessary to stay alive and well.

Gautama taught his way of thinking to others. His followers called him *Buddha* (būd'ə), or "the Enlightened One." The religion is known today as **Buddhism**.

Buddhism became so popular that for a time it seemed as if Hinduism would disappear from India. It did not, however. Instead, it is Buddhism that has almost disappeared from India. Although the religion has millions of followers in other parts of Asia, few Indians are Buddhists. Yet many Hindu temples have statues of Buddha beside those of the Hindu gods.

To Help You Remember

1. (a) How long did the Indus Valley way of life last? (b) Who were the fierce



This art shows Buddha going out in search of a new meaning of life.

warriors who invaded the Indus Valley beginning in 1500 B.C.?

2. (a) How was each band of invaders divided when the invaders first entered India? (b) How did this division begin to change around 700 B.C.?
3. (a) What religion grew out of the beliefs of early settlers and all the newcomers who entered India over the years? (b) Describe at least two beliefs of this religion.
4. (a) What did Siddhartha Gautama decide after many years of wandering and searching? (b) What did Gautama believe people should do to free themselves of pain and suffering?
5. (a) What religion is based on the teachings of Gautama? (b) What happened to this religion in India?

Study Help

Reading for Main Ideas

Each chapter in this book begins with several paragraphs of introduction. Often these paragraphs tell the main idea of the chapter. The rest of the chapter then adds to or describes this main idea.

The following paragraph is from the introduction to this chapter, on page 129. It tells you that newcomers and early settlers built a civilization that has united the Indian people for 3,000 years. Find the *two* sentences in the paragraph that state this main idea.

In ancient times, many newcomers came peacefully, looking for farm land or better hunting grounds. Others came later with armies, looking for riches or new lands to conquer. Slowly, over many years, the newcomers and the early settlers built a civilization in India. That civilization unites the Indian people today much as it did their ancestors over 3,000 years ago.

Many paragraphs in the first part of this chapter add to this main idea. These paragraphs describe changes that took place as the ideas of newcomers and early settlers mixed together.

Find the change that is being described in each of the following paragraphs. Describe the change in your own words.

1. The Aryans were still divided into groups. However, the priests were becoming more important than the warriors. The people depended on the priests to keep order in the world. Only the priests knew how to please the gods with the correct songs and chants.

2. The third group was still made up of ordinary people, but now a fourth group started to form. Its members were seen as the servants of the other three groups. Many believe that members of this new group were people the Aryans had conquered.

3. Unlike some religions, Hinduism has no founder. It grew instead out of the ideas and beliefs of the early settlers and all the different people who entered India over the years. In time, it would unite these people better than any ruler could. Hinduism affected every part of Indian life.

As you read the next two sections, continue to look for ways the Hindu way of life developed and changed.

The Golden Age of India

About 1,600 years ago, India was divided into many small kingdoms. Life in these kingdoms did not change much from year to year. Kings came to power, collected taxes, fought wars, and died. Some were greater warriors than others. Some were more respected than others. It had, however, been a long time since the people of India were united under one ruler.

Then, in A.D. 320, a leader in northern India formed a strong kingdom that lasted for a few hundred years. During these years, India had a Golden Age much like the one in Athens 800 years earlier.

Like the Golden Age of Greece, the Golden Age of India was a time of peace and prosperity. It was a time too when art and learning flourished. A man who lived in India during those years wrote that his country was perhaps "the happiest in the world."

Building an Empire

The man who united northern India was Chandra Gupta (gūp'tə). He ruled one of the many kingdoms in the valley of the Ganges River. Soon after he became king, he married a princess from a neighboring kingdom. The marriage gave the young king control of his wife's kingdom as well as his own.

Next Chandra Gupta set out to conquer the land around his two kingdoms. By the time he died in 335, he controlled much of the plain through which the Ganges River flows.

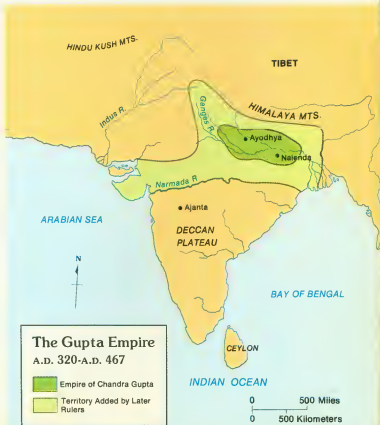
Chandra Gupta's son and later his grandson added more and more land to

the empire. By 409, it stretched across all of northern India from the Bay of Bengal to the Arabian Sea.

Life under the Guptas

Exactly how the Gupta kings ruled their empire is still a mystery. They kept few records of government affairs. Yet the success of their rule could be seen throughout Indian life. An outsider who traveled through India during this time remarked that "a stranger could journey from one end of the country to the other in complete safety."

The Gupta Empire lay in northern India. What river marked its southern boundary?





Under the Guptas, artists produced great paintings like the one shown above.

Other visitors marveled at the universities India had. One of these schools had three libraries and an observatory where students could study the planets.

Students at the universities learned that the earth is round. They also learned that the earth turns on its axis as it revolves around the sun. These were ideas that people in Western Europe would not accept for another thousand years.

Indian scholars also developed two ideas in mathematics that have changed the way people everywhere use numbers. One was a symbol for zero. The other was what we call Arabic numerals. We call them Arabic because it was Arab merchants who brought the idea to other

countries hundreds of years ago. They were, however, an Indian invention.

People from as far away as Tibet, China, and Korea came to study with Indian doctors. These doctors were skilled in plastic surgery. They also knew how to use different plants to heal people.

Students were not the only people from other lands to come to India. Merchants came too. They came to buy Indian iron, known for its toughness. Merchants bought jewels, perfumes, cloth of all kinds, dyes, and ivory too.

At the same time, Indian merchants were visiting other lands. They were seeking new markets for their wares. They built up trade with Rome in the west and with China in the east. Indian goods could also be found throughout Southeast Asia, including Vietnam, Sumatra, and Java.

The Gupta rulers also encouraged artists of all kinds. Some built mountain-like temples to the various Hindu gods. Other artists worked in stone. They carved statues that look so real they almost seem to breathe.

Writers turned out hundreds of poems, stories, and fables. Many of these stories have become favorites of people around the world. The story of Sinbad the Sailor, for example, grew out of an Indian tale written in the time of the Guptas.

The Villages of India

The money to pay for the temples and universities the Guptas built came from the villages of India. Then, as now, farming supported the country.

Each village had its own headman or leader. He collected taxes for the Guptas.



This Hindu temple is among the earliest ever built. Like many Hindu temples, its domes rise high above the ground.

He also helped to settle arguments among the villagers.

Much of village life in those days centered around the family. Most families consisted of a father, a mother, their unmarried children, their married sons, and the married sons' families.

The father headed the family. He taught his sons the skills he used in his work. The sons followed in their father's footsteps by doing the same kind of work when they grew up. If the father was a carpenter, the sons too worked as carpenters. If the father farmed, the sons also became farmers.

The mother watched over the work of the women in the family. She made sure they ran the household properly. She

taught her daughters and her sons' wives to be good wives and mothers.

A household broke up when the father died. Then each son left home to set up his own household. The mother went to live with her oldest son. So did all of her unmarried children.

Uniting People

Every family in the village was tied to many other families. Some of these families lived in the village too. Others lived in villages nearby. These groups of families were like small communities. Indians called them **jatis**.

Members of a community felt close to one another. They helped each other in

times of trouble. Members also married within the group as well. They usually followed the same occupation too.

No one is sure how the jati system came to be. What is known is that by the time of the Guptas there were several thousand jatis in India.

When Europeans came to India, they called the jatis *castes*, from a Latin word meaning "pure." Many people use the term *caste* today, even in India. Still, *caste*

does not tell as much about the people as the word *community* does.

From the beginning, some Hindu communities had a higher standing than others. For example, in many Indian villages, people who worked the land were thought to be purer than people who washed the village clothing.

A group's standing in the village affected how others behaved toward its members. For instance, a priest had a

Village life in India today is still very simple. Many families live in small dwellings with no electricity or running water.



high standing. He could not accept cooked food from a sweeper. He could, however, accept uncooked food such as rice or grain. It could then be cooked in his own household.

Some groups carried out tasks that were considered so unclean that other Indians avoided them. These Indians came to be known as the Untouchables. Today they are known as the *Harijans* (hār i jānz'), or "children of God."

Indians believed that an individual became contaminated by doing such work as handling dead animals. It was thought that this contamination could be passed on much as a disease is. Strict rules kept Harijans away from members of purer communities.

Those who belonged to the same community needed one another. They also needed people who belonged to other communities. A weaver depended on the work of the farmer for food and on the work of the blacksmith for tools. Everyone counted on members of each group to do their duty. Duty is an important part of Indian life.

The End of an Empire

The empire the Guptas built lasted for about 150 years. Then once again India was invaded. Fierce bands of warriors from central Asia swept down through mountain passes. By 467, the newcomers had destroyed the Gupta Empire.

Northern India once again became a land divided into many small kingdoms, each with its own king and warriors. Yet village life continued much as it had in the days of the Guptas.



Many people in India still earn their living much as their ancestors did. The cloth dyer (above) displays his craft.

To Help You Remember

1. (a) Who united the people of northern India into a strong kingdom around A.D. 320? (b) Why are the years between 320 and 467 known as the Golden Age of India?
2. (a) Describe three new ideas that Indian thinkers developed during the Golden Age. (b) What did Indian merchants do during this age?
3. Describe an Indian family under the Guptas.
4. (a) How did members of a jati, or community, work together to help each other? (b) Explain why a priest could not accept cooked food from a sweeper.

The Muslims in India

Until about 1,200 years ago, every group of people that invaded India and then settled there became a part of the Hindu way of life. Before long many newcomers were living as Hindus.

Then, sometime between A.D. 500 and A.D. 700, groups of Muslims began to enter India. They brought with them a civilization that was as advanced in many ways as Indian civilization. They also brought a very different religion.

The Muslims believe in only one God. The Hindus believe God has many forms.

How much of India was under Mughal control by 1605?



The Mughal Empires, 1523-1707

— Babur's Empire, 1523-1530 — Akbar's Empire, 1556-1605 — Territory Added by Later Rulers

Muslims believe that all followers of Islam are equal before God. Hindus do not believe that people are equal at all. They believe that each person has his or her own place in the world. That place may or may not be equal to the standing of one's neighbor.

The Start of a New Empire

Until the 1500's, Hindus and Muslims lived side by side. Sometimes there was bitter fighting. Often there was peace.

Then, in 1523, a new group of invaders thundered through the mountain passes in northwest India. They were Muslims who came from Turkestan, in southern Russia. They were led by a young warrior named Babur (bā'ber). In just four years, he took control of much of northern India. There he built the Mughal Empire.

Babur died soon after his victory. His son took charge of the empire. However, he was not nearly as capable as his father. So he lost control of much of the land his father had won.

The task of rebuilding Babur's empire fell to his grandson Akbar (ak'bār). He came to the throne in 1556, when he was only 13 years old. For the first five years of his rule, one of his father's advisors helped the boy run the country. At the age of 18, Akbar took over. By the early 1600's, he held all of northern and central India. He also ruled Afghanistan.

Akbar in Charge

From the start, Akbar proved himself to be a tough soldier. He was quick to put

down rebellions in even the farthest part of his empire. Yet Akbar also knew how to make peace.

For example, early in Akbar's reign, much of the central part of northern India was controlled by Hindu warriors known as the Rajputs (rāj'pūts). They fought fiercely to keep the Muslims from taking over more land farther south. Akbar set out to conquer them. Yet, when the battles were over, he did not treat all the Rajputs as enemies. Instead, he made some of them generals in his army. He asked others to serve as his advisors.

Akbar showed the same kind of respect for other people he conquered. They were allowed to follow their religion freely. Akbar himself married a Hindu.

Akbar won support in other ways too. He made taxes fairer than they had been. Now people who farmed poor soil did not have to pay as much in taxes as those who farmed richer lands. In times of drought or when crops failed, people did not have to pay taxes at all.

Under Akbar's rule, India prospered much as it had in the days of the Guptas. Indian cotton once again clothed most of the people who lived in East Africa and Asia. Indian spices, jewels, and dyes were also in great demand.

A Mix of Cultures

Under Akbar, India was a very rich country. Akbar's court reflected that wealth. It also reflected the best in both Muslim and Hindu learning and art.

Akbar encouraged the exchange of ideas. He brought the most learned leaders of every religion to his palace. He



This picture from an illustrated history of Akbar's reign shows life at court.

would throw out questions to one and then to another, urging them to debate.

Akbar also encouraged Hindu and Muslim artists, architects, and writers. In time, they developed styles that were a blend of both cultures. The best example is the Taj Mahal (tāj' mā hāl'). It was built by Akbar's grandson in memory of his wife.

Work began on the Taj Mahal in 1629 and continued for over 20 years. Over 20,000 men worked to complete the tomb. They created one of the most beautiful buildings in the world. Even today its formal gardens, beautiful fountains, and decorated marble columns attract visitors from all over the world.



Made of white marble, the Taj Mahal is world famous for its beauty. It was built in the 1600's as a tomb for the wife of a Mughal ruler.

After Akbar's Death

When Akbar died in 1605, his empire was prosperous and well governed. The emperors who followed him were not always as wise as he or as fair. They were also not as willing to allow Hindus to practice their religion.

As a result, Hindus and Muslims grew farther and farther apart. In many ways, India was becoming a country divided between two very different religions. Yet in some parts of life, especially in art, the exchange of ideas continued. Even today, that exchange can be seen in many parts of Indian life.

To Help You Remember

1. (a) What group of newcomers entered India with a religion far different from Hinduism? (b) How did the religion of the newcomers differ from that of the Hindus?
2. (a) Who was Babur? (b) What was the name of the empire he built?
3. (a) Who was Akbar? (b) How did he treat most of the people he conquered?
4. (a) Under Akbar, what did Hindu and Muslim artists, architects, and writers do? (b) What happened to Hindus and Muslims under the emperors who followed Akbar?

Chapter Review

Words to Know

Choose the term that best completes each of the following sentences:

- | | |
|-------------|-------------|
| a. brahmins | d. Buddhism |
| b. Hinduism | e. jati |
| c. Moksha | |

1. The religion that grew out of the beliefs of early settlers and newcomers to India is called ____.
2. Hindus believe that a person can be freed from being born and reborn only when he or she gains ____.
3. People who practice the religion of ____ try to follow a middle path between too much and too little.
4. Members of a ____ helped each other in times of trouble.
5. The ____ saw to it that the gods of the Aryans were worshipped in the right way.

Reviewing Main Ideas

Each of the following statements describes a part of Indian civilization. Find two details from the chapter that add to or describe each statement. The page numbers tell you where to look in the text.

1. Hindus came to believe that a person lives many lives. (page 132)
2. The Golden Age of India was a time of peace and prosperity. (pages 135–136)
3. Much of village life centered around the family. (pages 136–137)
4. Groups of families were like small communities. (pages 137–138)
5. Akbar's court reflected the best in both Muslim and Hindu learning and art. (page 141)

In Your Own Words

Write a paragraph about a part of Indian life listed in the previous exercise. Here are some steps for you to follow:

1. Write a topic sentence that tells what your paragraph is about.
2. Write a sentence for each of the details you listed in the previous exercise. Look back in the chapter to find more details that will help you describe your topic.

Challenge!

Archeologists believe that the early people who lived in the Indus Valley had a civilization. They base their ideas on artifacts found at Mohenjo-Daro and other cities in the valley. What are the signs of a civilization? What artifacts suggest the people of the Indus valley had a civilization? Use books and encyclopedias to find out more about evidence uncovered in the valley.

Things to Do

1. Like the Greeks, Romans, and many other ancient people, the people of India also had many stories about gods and heroes. You can find some of these stories by looking under *Hindu mythology* in the card catalog of the library. Select one or two stories and tell them to your class.
2. Most of the people of India follow the Hindu religion. The religious laws of the Hindus affect the lives of the people in many ways. Use an encyclopedia or library books to find out some of the laws and tell how they affect a Hindu's life. Prepare an oral report for the class.



8

East Asia

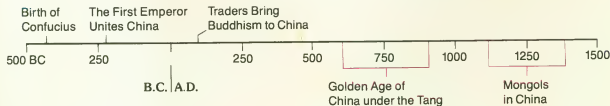
To the north and east of India lies the huge and varied land of East Asia. Within East Asia are rich river valleys and dry desert lands. There are steep mountain ranges and broad, level plains. In some places, the climate is warm throughout the year. In other places winters are long and fiercely cold.

China is the largest country in East Asia. It is also the oldest. A Chinese way of life has existed for thousands of years. During those years, the Chinese people built a civilization that shapes Chinese life today as it did in ancient times. Chinese civilization has also influenced the ways people live in other parts of the world. That influence is strongest in East Asia. Countries there have adopted many Chinese ways. Yet no country in East Asia is exactly like China. Each is unique.

As You Read

This chapter is divided into three parts. As you read each part, look for reasons China was able to build a lasting civilization. Look too for the ways Chinese civilization influenced Japan, one of China's neighbors in East Asia.

- The Chinese Way of Life
- China's Golden Age
- Chinese Culture in Japan



The Chinese Way of Life

The Chinese way of life has been passed down from parent to child for over 3,500 years. Parts of that civilization are older still.

Farming the Land

Farming has been an important part of Chinese life since the beginnings of Chinese civilization, over 5,000 years ago. The first farmers in China lived along the Huang He River in the northern part of China. Over many hundreds of years, farming spread farther and farther south.

In time, people were growing crops in all of China's great river valleys.

China's countryside has always been dotted with thousands of small farming villages. Around the villages lay fields of wheat and millet in northern China and rice in southern China. Many of these fields were built in steps on the sides of hills and even mountains. These step-like fields are known as terraces. Terraces keep soil from blowing or washing away. They also give farmers more land for growing crops.

China is located in East Asia. Where in China were the first farming villages located?



The Chinese have always looked for ways of adding new farm land. Even today, China has very little land that can be farmed. Much of China is covered with deserts and very tall mountains. So the Chinese people have always tried to get the most from the land. In the dry north, people dug irrigation ditches. In the wet south, they built dams to stop flooding. Everywhere the Chinese used fertilizer to keep their soil from wearing out.

The Chinese had to put in many hours of extra work in order to increase the size of their harvest. In the south, for example, farmers found a way to grow two crops each year. Weeks before wheat and other winter crops were ready for harvest, farmers planted rice seeds in tiny, protected fields near their homes.

By the time the seeds sprouted, the family would have gathered the wheat and other winter crops from the main fields. They flooded these fields. Then the family moved its rice plants to the flooded fields. Each plant was replanted by hand. It was back-breaking work that required hours of bending in water-covered fields.

Most Chinese farmers did not own the land they worked. Instead, they worked the land for a few wealthy landowners. These landowners lived by collecting taxes and rent from the farmers.

Chinese Firsts

The ancient Chinese were more than good farmers. They were also great thinkers and inventors. Many of their ideas and inventions have made a big difference to the ways people live in East Asia and in the rest of the world.



Chinese farmers planted on hillsides. What are the step-like fields called?

Paper. The Chinese were the first to make books out of the kind of paper we use today. It is not surprising that they did so. The written word and learning have long been valued and admired in China.

The Chinese made paper by beating old rags, tree bark, and even fishing nets to a soft pulp. For many years, the Chinese kept this process a secret. It was not until the 800's that Arab merchants learned the secret and brought the idea to Europe.

The invention of paper meant that the Chinese no longer had to record their ideas on stone tablets or on wooden or bamboo strips. Now they had an inexpensive way to make books that were easy to read, carry, and store.

The Compass. It has been said that the invention of paper changed the course of history. So did another important Chinese invention, the magnetic compass. The first Chinese compasses were made with a magnetic rock known as lodestone. The Chinese found that if they floated a piece of lodestone on straw or wood in a bowl of water, the straw or wood always pointed north.

Later the Chinese learned how to make compasses with magnetic steel needles. Think about what the invention of the compass has meant to our own country. Would Christopher Columbus have traveled so far from home without the compass to show him the way?

Mounting a horse became an easier task with the Chinese invention of the stirrup.



Everyday Inventions. Not all Chinese inventions changed history. The Chinese also invented a wide variety of tools that made life easier for people.

The wheelbarrow, the harness that allows an animal to pull a heavy load, and the stirrup that gives a rider more control over a horse are all examples of useful Chinese inventions. Each one may seem small to us today. Yet they eased work in many parts of the world at a time when most work was done by hand.

Chinese Thinkers

By about 500 B.C., the Chinese way of life was over a thousand years old. For many of those years, the people had lived in peace. Now China was torn by war.

In this war, nobles battled each other for power as ordinary people watched helplessly. Yet it was the ordinary people who paid for war. They also did the fighting. The nobles raised taxes again and again as their armies trampled fields and farms.

This time of disorder lasted for hundreds of years. During these years, many Chinese searched for a way of restoring order. In their search, they developed many ideas about the world around them and the way life ought to be.

In Tune with Nature. Some people living in China argued that the best government is one that does very little. They believed that people should live in tune with nature, not with the rigid rules of kings and nobles.

Over the years, a number of Chinese thinkers wrote about the importance of

living in tune with nature. They told their followers to follow nature's path or way. In Chinese, the word for path or way is *dao* (dow). The religion is known as **Daoism**.

Many Daoists chose to look for nature's path by withdrawing from the world. In a peaceful forest or on a quiet mountain-top, they could observe nature and be at peace with it. Even today, Daoists do not wish to interfere with nature or change it. They try instead to live in tune with the natural order of the world around them. Their guiding principle is "Do nothing and nothing is not done."

In Tune with Society. Other Chinese thinkers saw the world differently. Among these thinkers was a great teacher known as *Kung Fuze*, or "Kung the Master." We call him Confucius (kən fyū'shəs). He lived from 551 B.C. to 479 B.C.

Confucius was deeply troubled by the wars and unrest in China. Because earlier times seemed better to him, he told people to look to the past for guidance.

In the old days, Confucius said, people knew how to behave according to their station or position in life. In those days, children obeyed their parents and people obeyed their rulers.

Confucius wrote, "Let the prince be a prince. Let the minister be a minister. Let the father be a father. Let the son be a son." He told his followers that children should honor their parents and obey them. That is their duty. A father should respect the laws of society, honor his ancestors, and set a good example for his children.

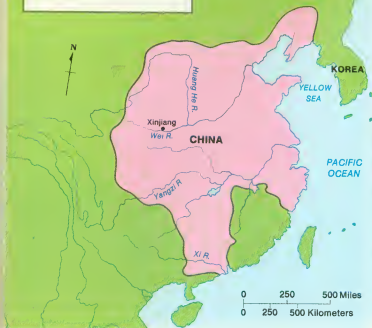


Confucius' teaching spread to many parts of Asia. This Japanese print shows him teaching a lesson on greed.

Confucius wanted rulers to use these ideas in governing. He wanted a ruler to act like a father to the people of his country. He did not question the right of powerful nobles to rule. However, he believed that those in power needed the help of wise advisors. A wise advisor shows kindness and respect to even the poorest person. Confucius told his followers, "Do not do to others what you do not want done to you."

After his death, Confucius' teachings spread far and wide among the people of China. These teachings, today known as **Confucianism**, have shaped the Chinese way of life for thousands of years.

China Under the First Emperor, 221 B.C.



The first emperor united much of northern China.

China's Rulers

Although the Chinese way of life is thousands of years old, the Chinese people have not always been united. In its early days, China was made up of many small kingdoms. The country was not united until 221 B.C.

The man who first united much of China ruled the kingdom of Qin (chin) in northwestern China. When he conquered neighboring kingdoms, he called himself *Shi Huangdi* (shèr huang dē), or "First Emperor."

The land the First Emperor ruled was home to many different groups of people. These people did not even speak or write

the same language. The First Emperor set out to unite the people he ruled. He built many canals, bridges, and roads. He also built a strong central government that set rules about every part of life.

From the start, the empire was too large for one person to rule alone. So the emperor employed thousands of soldiers to guard the country's borders and keep peace at home. He also hired hundreds of other officials. They kept the roads and canals in good repair and collected taxes. They also made sure that even the smallest village knew and obeyed the laws of the country.

Under Shi Huangdi, officials were important people in China. They were treated with great respect. They were also greatly feared. Indeed, many boys dreamed of some day becoming government officials. In the time of the First Emperor, a young man could get a government position by showing bravery in battle. Later emperors required that their advisors take special examinations based on the teachings of Confucius. Many boys studied for years in hopes of passing these tests and becoming a trusted advisor to the emperor.

Such a career was impossible for Chinese girls. Any job outside the home was closed to them, no matter how bright or talented they might be. In all of Chinese history, only one woman ever ruled the country in her own name. She used force to take control of China. There was no other way for a woman to rule.

The First Emperor had dreamed that his family would rule China for 10,000 generations. It did not. The First Emperor

had not set a good example for his people. He had ruled too much through rules and punishment. Still, the idea of a united China did not die. Nor did the belief in a strong central government. Again and again, strong leaders would unite the Chinese under such a government.

To Help You Remember

1. (a) What way of earning a living has been an important part of Chinese life for over 5,000 years? (b) Name at least two things the early Chinese did to improve this way of earning a living.
2. (a) Describe two Chinese inventions that changed the course of history.
- (b) Name a Chinese invention that made life easier for people.
3. (a) What is the religion in which people try to follow nature's path or way? (b) Why do these people often withdraw from the world?
4. (a) According to Confucius, how did people live in the old days? (b) How did Confucius want rulers to behave?
5. (a) What are the teachings of Confucius called? (b) What happened to these teachings after Confucius' death?
6. (a) Name at least two things the First Emperor did to unite the people he ruled. (b) How did people treat the emperor's officials?

These life-sized clay soldiers are part of a clay army buried in China during the time of Shi Huangdi. The army also included life-sized horses.



China's Golden Age

Almost 800 years after the First Emperor, China entered a Golden Age. Like India's Golden Age, it was a time of peace and prosperity. It was a time too when art, learning, and science flourished.

During its Golden Age, China was governed by a family of rulers who called themselves the Tang (tāng). The Tang controlled China for nearly 300 years, from A.D. 618 to A.D. 907.

Under the Tang, China became the largest empire in the world. In the north, the Chinese moved into what is now Inner Mongolia. In the east, they moved into

southern Manchuria. In the south, they moved into parts of what is now Vietnam. Finally, to the west, the Chinese pushed into central Asia as far as Afghanistan.

Links to Distant Lands

As China's empire grew, so did the demand for Chinese goods. Under the Tang, a network of land and sea routes connected the various parts of China. They also linked China with places far and near.

One of these routes was known as the Silk Road. By the time of the Tang, the

Under the Tang, parts of central Asia came under Chinese control. How far south did the empire reach?





This beautiful plate was made by Chinese artisans during the time of the Tang.

Silk Road had been in use for hundreds of years. It stretched across central Asia to Persia and Syria. In Syria, Chinese merchants sold silk and other treasures to Arab merchants. The Arabs in turn took the goods across the Mediterranean Sea to Rome and other European cities.

Chinese merchants also sold silk to India. They developed several land routes between the two countries, as well as a sea route. From India, Chinese merchants carried home precious jewels, hardwoods, and new ideas. The most important of these ideas was the religion of Buddhism.

Travelers first brought Buddhism to China around A.D. 100. By the time of the Tang, many Chinese were Buddhists. Even when people became Buddhists though, they might also continue to follow both Confucianism and Daoism.



This painting, done on silk, shows women preparing beautiful silk cloth.

Artists and Inventors

Under the Tang, honoring one's elders, obeying one's parents, and having respect for ancestors became even more important than before. So did love of art and learning. Artists used their skills to produce great treasures.

Soon people from all over the world were marveling at the genius of Chinese artisans. From very fine clay, Chinese potters made exquisite porcelain. They shaped this porcelain into dishes, bowls, and vases. In time, this porcelain came to be called *china* in honor of the country in which it had first been created.

Other artisans were skilled weavers. For many years, the Chinese had been the only people who knew how to unwind the thread of the cocoon made by the silkworm and spin it into silk. Under the

Tang, silk weavers in China created shimmering garments that delighted people.

A Lasting Way of Life

For nearly 300 years, Tang emperors ruled China. Then, in 907, the last Tang emperor, a boy, was murdered. His death marked the end of a glorious age in China. It would not be the last. After the Tang, a new family of rulers came to power. They called themselves the Song (sǔng). Under the Song, China had another Golden Age

Snaking across northern China, the Great Wall kept invaders out for 1,500 years.



as glorious as the first. The Song are noted for magnificent painting, great poetry, and the largest buildings in the world at the time.

In the 1200's, the Song, like the Tang before them, lost power. In the years to come, the people of China would face many hardships. For the first time in a long time, China would be ruled by invaders.

These invaders were known as the Mongols. They lived to the north of China. In 1222, under their great leader, Kublai Khan (kū'bī khān'), the Mongols began to invade China. They took northern China first and then the entire country.

Although the Mongols ruled China for about 100 years, they were never able to change the beliefs and ideas of the Chinese people. When the Chinese rebelled in 1368 and pushed the invaders out, it was as though foreigners had never been there at all. The Chinese way of life had been strong enough to survive.

To Help You Remember

1. (a) In what years did China have its first Golden Age? (b) Who ruled China during these years?
2. (a) What was the Silk Road? (b) What religion did Chinese merchants bring back from India?
3. Name two Chinese crafts that people from all over the world admired during the Golden Age.
4. (a) Who were the Mongols? (b) What did they do under their great leader Kublai Khan?
5. What happened to the Chinese way of life when the Mongols ruled China?

Study Help

Following Routes

The map on this page shows the network of land and sea routes that linked Tang China with places far and near. Use the map and the legend to answer the following questions:

- Find the Silk Road. (a) What city in China lay at one end of this route? (b) What city in Syria lay at the other end of this route?
- Does the route from Chang-an to Japan cross over (a) land only, (b) water only, (c) both land and water?
- Trace the route that connects Canton in China, the island of Ceylon, and Barygaza in India. (a) Name two cities that lay along this route. (b) Name at least three products traders could buy along this route.
- Find Tamralipti in northeastern India. (a) Trace a water route and a land route between this city and Loyang in China. (b) Name the cities and some goods that lay along each route.



Chinese Culture in Japan

Under the Tang and the Song, China was perhaps the most advanced country in the world. So it is not surprising that China has influenced every country in East Asia. One of the countries China strongly influenced was Japan, a chain of islands 450 miles (720 kilometers) from China.

The Beginnings of Chinese Influence

In its early days, Japan was divided into many small areas, each ruled by a powerful family. Around 580, one of these families set out to unite the country under its rule. It was not an easy task. Families continued to fight, and outlaws roamed the countryside.

Japan lies to the east of China. How did Japanese students reach China?

The struggle for power in Japan took place at about the same time that the Tang were battling for control of China. The fierce fighting in China soon spilled over into nearby Korea. Many Koreans fled as their lovely peninsula turned into a bloody battlefield. Some sought safety in Japan.

The Koreans brought with them many skills, inventions, and ideas they had learned from their Chinese neighbors. Among these ideas was Buddhism. Slowly the religion began to take hold in Japan. Buddhism did not grow rapidly in Japan, however, until 593.

That year a new ruler took over. His name was Prince Shotoku (shō tō'kū). Prince Shotoku believed that Japan would benefit greatly if it adopted Chinese ways. So he encouraged his people to become Buddhists. He also sent carefully selected students to China. What they found was the greatness of Chinese civilization.

Over the years, Japan adopted much of Chinese culture. Since the Japanese did not have a system of writing, they learned the Chinese system and used it to write Japanese. They also adopted much of the Confucian way of life. Respect for elders and devotion to family became as important in Japan as it was in China.

A Blend of Chinese and Japanese Ideas

By A.D. 800, the influence of Chinese civilization could be seen in many parts of Japanese life. For example, Japan too



tried to create a central government. At the head of that government were the emperor and the most powerful nobles in the country. Together they ruled Japan and made all of the laws.

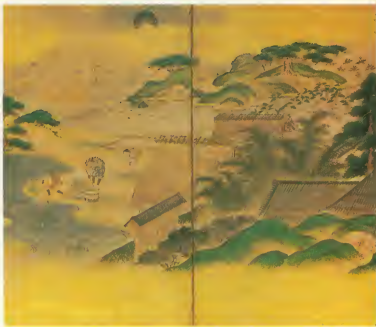
Although the rulers of Japan looked to China for leadership, they never became exactly like the Chinese. Indeed, many Japanese leaders came to believe they had learned all the Chinese could teach them.

Slowly, over many years, a new way of life grew up in Japan. This new way of life was a blend of Chinese culture and Japanese ideas.

In Kyoto. The center of this new way of life lay in the city of Kyoto (kyōtō). *Kyoto* means "capital." Here the rulers of Japan enjoyed a way of life that prized beauty, poetry, and art.

Much of our information about that culture comes from poems and stories written by women at the court. In their work, the beauty of Kyoto, with its broad avenues and beautifully landscaped gardens, can still be seen. So can the splendor of the high-ranking Japanese men and women who powdered their faces and wore elaborate costumes.

The women did not use Chinese for their writing. They used instead a system of writing that had recently been developed in Japan. This system was better suited to the Japanese language than the Chinese written language was. As a result, the women could write as naturally as they spoke. In time, both the Japanese and Chinese characters came to be used. They are still used today in Japan.



Japanese farmers worked long hours. What are these farmers doing?

In the Countryside. Life in the countryside was very different from life at the emperor's court. Yet, even in the poorest village, the blending of Chinese culture and Japanese ideas could be seen.

Japan, like China, has very little land that can be farmed. So Japanese farmers also built terraces on the hillsides. They too fertilized their land. Like farmers in China, few Japanese farmers owned their own land. Most worked for powerful landowners who told the farmers where to live and even whom to marry.

Yet a Japanese village looked very different from a Chinese village. Unlike the Chinese who used chairs, few Japanese had much furniture. Even the very rich sat on the floor on straw mats. Also, there



In Japan, women as well as men belonged to the samurai class.

are many forests in Japan but not in China. Therefore the Japanese made their houses out of wood, not out of mud or brick.

A Japanese Way of Life

By the 1100's, life in Japan was very different from life in China. In fact, life in Japan had changed greatly from what it had been in A.D. 600.

The nobles of Japan always had more power than the nobles of China. Time and time again, these nobles challenged the power of Japan's emperors. In 1185, one of the nobles took control of Japan. His name was Yoritomo. With his victory, a new age began.

For the next 700 years, Japan was ruled by military leaders called **shoguns**. Each shogun ruled in the name of the emperor, who continued to live in Kyoto. Now,

however, the shogun, not the emperor, held all the power. A shogun even had the right to choose the man who would follow him after his death.

Under the shoguns, warriors became the most admired group in Japan. Each of these warriors, known as **samurai**, served a powerful lord.

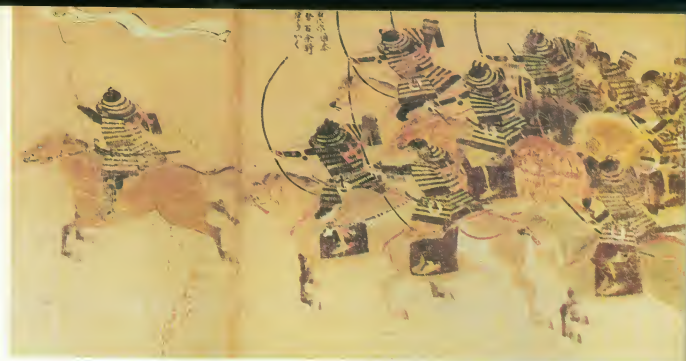
The life of a samurai was governed by a strict code. According to this code, a warrior must be brave and loyal above all else. The samurai also loved beauty and learning. Many wrote poetry and spent long hours in deep thought. Like other Japanese, many samurai had adopted a form of Buddhism known as **Zen**. Zen stresses self-control and being at peace with nature. These values appealed to the samurai way of life.

The Mongol Invasion

During this period of warriors and shoguns, Japan faced invasion for the first time. In 1222, the Mongols had overtaken parts of China and Korea. Now over 50 years later in 1274, a great fleet of ships carrying Mongol warriors set out for the islands of Japan.

The samurai met the Mongols on the shore. Although outnumbered, they managed to keep the Mongols at bay for a whole day. Then, just as the Mongols returned to their ships for the night, a storm broke. The storm sank many of the ships and blew the others back across the sea.

The Mongols were not discouraged, however. Seven years later, an even greater fleet left for Japan. Once again, great armies of samurai met the invaders on the shore. This time the battle lasted



This painting was done in the 1200's. It shows samurai warriors defending their land against Mongol invaders.

for 50 days. Once again nature dealt the deciding blow.

On the morning of the fiftieth day, the sky grew dark as thick clouds blotted out the sun. Soon a terrible storm blew in from the sea. For two days, howling winds battered the Mongol ships and savagely crashed them against the rocky shore. By the morning of the third day, little remained of the proud enemy fleet.

The grateful Japanese called the terrible typhoon *kamikaze* (kā'mē kā'zē), meaning "divine wind." To the Japanese, the *kamikaze* was a sign that Japan belonged only to the Japanese.

To Help You Remember

- (a) Why did many Koreans flee their homeland and seek safety in Japan?
- (b) What religion did the Koreans bring to Japan from China?
- (a) Why did Prince Shotoku send students to China? (b) Name two parts of Chinese culture the Japanese adopted.
- (a) How did high-ranking men and women live at the court in Kyoto? (b) How do we know about this way of life?
- (a) Name two ways that life in the Japanese countryside was like life in China. (b) Name two ways it was different from life in China.
- (a) What group of people ruled Japan beginning in 1185? (b) Describe the warriors who served these rulers.
- (a) Who invaded Japan in 1274? (b) How did the *kamikaze* make the Japanese people feel about Japan?

Chapter Review

Words to Know

- a. shogun c. Confucianism
- b. samurai d. Daoism

Match each word in the list above with its correct meaning in the list below.

1. A religion in which people try to live in tune with nature.
2. Military leaders who ruled Japan for nearly 700 years.
3. A way of life in which people respect tradition and live according to their station in life.
4. Japanese warriors who served powerful lords and lived by a strict code.

Reviewing Main Ideas

Answer the following questions. They will help you pick out the main ideas of each section in this chapter. The page numbers tell you where to look in the text.

- I. The Chinese Way of Life (pages 146–151)
 1. What way of earning a living has always been important in China?
 2. How did the Chinese add new farm land and increase their harvest?
 3. How did two Chinese inventions change the course of history?
 4. What were some everyday Chinese inventions that made life easier?
 5. What did some Chinese thinkers believe about nature?
 6. How did Confucius want the Chinese people to live?
 7. What did China's first emperor do?
- II. China's Golden Age (pages 152–154)
 1. What was the Silk Road?

2. When and how did Buddhism first enter China?
3. What did Chinese artisans produce during the Golden Age?
4. What group of invaders conquered China in the 1200's?
5. What happened to China when the invaders were pushed out?

III. Chinese Culture in Japan (pages 156–159)

1. What did Koreans bring to Japan?
2. What did Shotoku do to encourage Chinese culture in Japan?
3. Describe life in Kyoto in A.D. 800.
4. How could the blend of Japanese and Chinese ways be seen in the countryside of Japan?
5. What event in 1185 marked the start of a new age in Japan?
6. Who were the samurai?
7. What did the Japanese believe after the defeat of the Mongols?

In Your Own Words

Write a paragraph that tells about one of the main sections in the chapter. Begin by writing a topic sentence. Then write four or five sentences that describe the topic sentence.

Challenge!

The name *Japan* comes from a Chinese phrase meaning "the source of the sun." Since the sun rises in the east and Japan lies east of China, the phrase seemed appropriate to the Chinese. Imagine that you are Japanese. Using the same reasoning the Chinese did in naming your country, what name might you give to China. (Clue: China lies west of Japan.)

Unit Review

Take Another Look

1. (a) What great religion began in Arabia nearly 1,400 years ago?
(b) What are the followers of this religion called?
2. (a) In what country did Buddhism begin? (b) Name at least two countries that Buddhism spread to.
3. (a) In what country did the beliefs of Hindus and Muslims cause division? (b) How do the beliefs of Hindus and Muslims differ?
4. (a) In what country do many people follow the beliefs of Confucianism, Daoism, and Buddhism at the same time? (b) Describe at least one belief of each of these three religions.
5. Explain why Baghdad was called the marketplace of the world in the eighth century.
6. What gifts did Muslim traders bring to the Western world?
7. Name two things that helped to keep the people of the Islamic Empire united.
8. Why was the period of rule under the Guptas called the Golden Age of India?
9. Name three contributions ancient China has given to the world.
10. In what ways did Chinese ideas and inventions influence civilization in Japan?

You and the Past

Did you know that Hindi, a language spoken in India, has many words that are similar to English? These words are also similar to words in many other languages. For example, the word for mother is *mata* in Hindi, *meter* in Greek, *mater* in Latin, *Mutter* in German, and *mat'* in Russian.

Scholars have grouped languages that share common words and other traits into groups, or families. English and Hindi belong to the Indo-European language family. About one half of the people of the world speak languages that belong to this family. They live on every continent on Earth except Antarctica.

Look under the heading *Language* in an encyclopedia. Find out what other groups, or families, of languages there are in the world. To what group do the following languages belong: (a) Chinese, (b) Japanese, (c) Arabic, (d) Hebrew, (e) Korean?

Make a chart showing the Indo-European language family. List the languages that are included in that group. Find out which of those languages were spoken by your ancestors. Which language or languages do members of your family speak today?

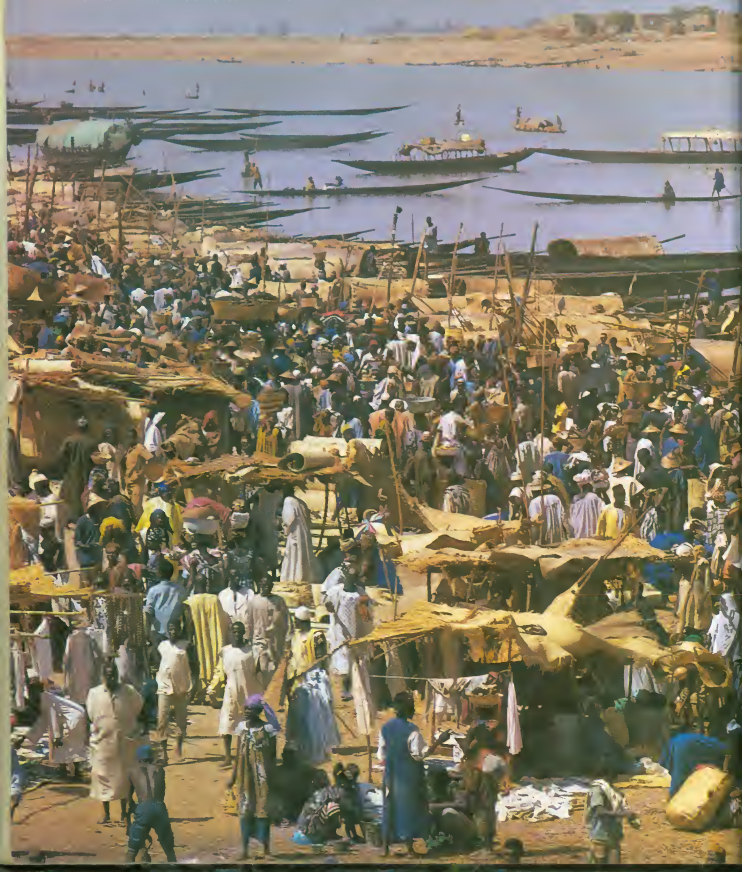


Unit Four

The World Long Ago: Africa and the Americas



Even as people in Asia were building empires, empires were also growing in Africa and the Americas. People there built lasting civilizations too.



9

African Empires

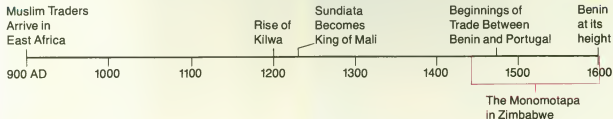
In African villages today, people often gather to hear stories and songs of long ago. The stories tell of rich empires, great leaders, and splendid cities. Although the storytellers sometimes exaggerate a little, much of what they tell is true.

Over a thousand years ago, there were many empires in Africa. Some lay in the grasslands, just south of the scorching sands of the Sahara. Other empires lay deep in the forests of central Africa. Still others were started near the east coast of the continent. All were alike in many ways. Each had powerful leaders who conquered their neighbors' lands. Each traded with people far and near. At the center of each empire were splendid cities. These cities were busy places filled with goods from all over the empire.

As You Read

In this chapter, you will learn more about Africa's great empires. Look for other ways these empires were alike as you read. Look too for ways each empire was unique.

- Empires in West Africa
- An Empire in the Rain Forest
- Empires in East Africa



Empires in West Africa

South of the Sahara lies a grassland. It stretches from the Atlantic Ocean in the west to the Indian Ocean in the east. Much of the grassland is dotted with shrubs and low bushes. The part closest to the Sahara is very dry. Here the rains come only in winter, and grass grows in clumps. Trees grow mainly along the rivers. One of them is the Niger (nī'jər).

The Niger River begins in the highlands of West Africa just 150 miles (240 kilometers) from the Atlantic Ocean. However, the Niger does not flow directly into the Atlantic. It winds about 2,500 miles (4,000 kilometers) east and then south. It empties into the Gulf of Guinea (gin'ē).

Over the years, many groups of people have settled in the valley of the Niger

River. One of these groups was a people known as the Malinke (mə link'ə).

Life among the Malinke

Like most West Africans, the Malinke people were farmers. They grew a grain called millet. They also planted rice, yams, onions, and beans. In addition, they raised cattle, sheep, and chickens.

The Malinke lived mainly in small villages. Villagers shared a way of life. In the village square, neighbors met to talk and eat. The ties within a village were very strong. Most of the people were related.

Scattered among the villages were a few cities and towns. Those who lived in cities got their food by trading with villagers. Townspeople exchanged cloth, jewelry, and tools for grain, chickens, and yams. This trade was an important part of Malinke life. Indeed, it was an important part of life throughout West Africa.

Long-Distance Trade

Over the years, a different kind of trade also grew up in West Africa. People who lived in the rain forests of central Africa took part in this trade. So did those who lived in North Africa.

In North Africa, deep in the Sahara, were great salt mines. Here salt was so plentiful that people built houses out of it. Although people here had more than enough salt, they did not have any gold. Yet many wanted gold.

To the south of the grasslands in central Africa were gold mines. Here gold was so

Today, as in the past, wooded grasslands cover much of West Africa.



plentiful that it could be picked up from streams after a flood. Yet the people who lived in the south had no salt, and they needed salt to stay healthy.

The Malinke and other people in West Africa did not have any mines at all. Their land, however, lay between the salt mines in the north and the gold mines to the south. Some people saw a way to get rich from that location. They put a tax on every bag of gold or salt that passed through their land. In return, they gave the traders protection on their journey.

Gold and salt were not the only goods people traded. In time, a network of caravan routes crisscrossed the desert. Now people to the south bought fine clothes from Spain. They sold not only their artisans' goods but also slaves.

As people traded goods, they also exchanged ideas. Most traders from North Africa were Muslims. They were eager to spread Islam to people in distant places. So they built mosques, or Muslim houses of worship, in West Africa. They also brought teachers and books. Gradually many Africans became Muslims. Among them were the Malinke people.

An Empire Called Mali

Around 1150, the Malinke and other groups in West Africa began to fight with one another. Each group wanted to take control of the rich trade that passed through West Africa. In that fight, the Malinke had an advantage over the other groups. They had an extraordinary young leader named Sundiata (sūn dē ā'tā).

Sundiata's father ruled Mālī (mā'le), the kingdom in which the Malinke lived.



The Malinke grew rich from trade. Where did the salt lie? Where was the gold?

When the young prince was born, it was expected that someday he would take his father's place. However, few thought he could ever replace his father. Sundiata was a very sick child. Some stories say that his legs were so weak that he could not even stand.

When Sundiata was very young, his father died. The ruler of Sosso, a neighboring kingdom, took over Mali. He taxed the people heavily. He also saw to it that anyone who challenged his power was killed. The king did not bother to kill Sundiata, however. The boy was too weak even to stand. How could he be a threat?

Sundiata refused to give in to his illness. Every day he practiced walking with the aid of a cane. The pain must have been great, but gradually he grew strong



This map is about 600 years old. It shows Mansa Musa seated on a throne. He is holding a gold nugget in his hand.

enough to stand. In time, he recovered completely. He even became an expert hunter and rider.

In 1230, Sundiata set out to free Mali. With the support of the Malinke people and many neighboring groups, he defeated the king of Sosso. Soon after, Sundiata became king of Mali. He took control of the land between the Senegal and Niger rivers. In time, the empire grew larger. In the north, it included the salt mines at Taghaza. In the south, it reached almost to the rain forest.

The Wealth of Mali

Even after Sundiata's death, Mali continued to grow and prosper. On the rich soil of the river valley, farmers and herders produced more than enough food. Many

farmers grew cotton. Artisans wove that cotton into cloth. Other artisans carved wooden bowls, statues, and furniture. Their goods filled the marketplaces.

The most important source of wealth in Mali was still the gold-salt trade. The king, or **mansa**, of Mali controlled all the trade routes. He collected a tax on every bag of gold or salt that crossed his empire.

Few people knew of Mali's wealth until 1324. That year Mansa Musa, the king of Mali, decided to make a **pilgrimage**, or journey, to the holy city of Mecca.

Mansa Musa led a great caravan north and east toward Mecca. Some reports say that he took 60,000 people with him, including 12,000 slaves. All were dressed in silk robes sewn with thread of fine gold. With the caravan were 100 camels, each

carrying 300 pounds (135 kilograms) of gold dust. For years after the journey, people in Egypt, Arabia, and western Europe spoke in awe of the wealth of Mali.

The Golden Age of Mali

Under Mansa Musa, the empire of Mali reached a Golden Age. It was a time when Mali was not only a rich and prosperous land but also a center of art and learning.

During his pilgrimage to Mecca, the king invited Muslim scholars in Southwest Asia and North Africa to settle in Timbuktu. Timbuktu was already a great trading city. Under Mansa Musa, the city became a center of learning as well. Scholars and artists from all over Africa and Asia journeyed to the great city to study at its university. They also came to admire its beautiful mosques and palaces.

The splendor of Timbuktu lived on far longer than the empire that had created it. The kings who ruled after Mansa Musa lacked his wisdom and ability to govern. Slowly, parts of the kingdom began to break away. These in turn were swallowed up by a neighboring kingdom, Songhai (sônghã).

By 1480, about 150 years after Mansa Musa's great pilgrimage, Mali was just one of many small kingdoms on the banks of the Niger River. Now the Songhai people controlled the gold-salt trade, and Timbuktu was a part of the new empire that the Songhai built.

To Help You Remember

- (a) In what part of Africa are the Senegal and the Niger rivers located?
(b) Describe what the area looks like.



Now a small trading town in Mali, Timbuktu was once a center of learning.

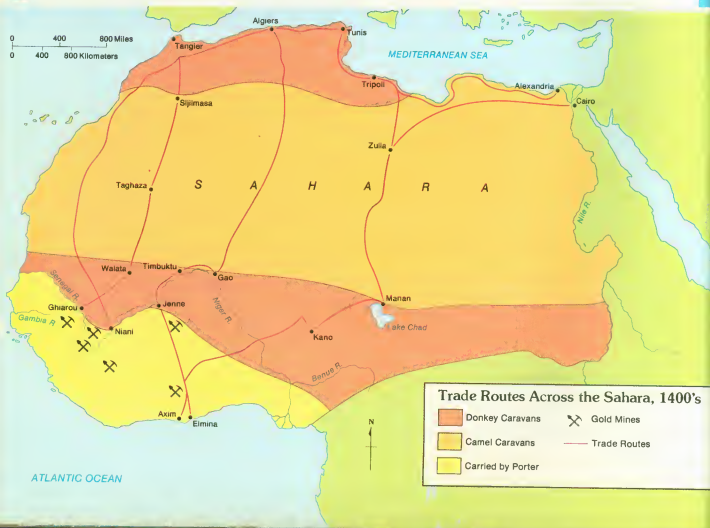
- (a) How did the Malinke and other people in this area earn a living?
(b) How did these people get rich from the gold-salt trade between North Africa and central Africa?
- What else besides goods did traders from North Africa bring to people in West Africa?
- (a) Who was Sundiata? (b) What did he set out to do in 1230?
- (a) What was the most important source of wealth in Mali after Sundiata's death? (b) How did people in other countries learn of Mali's wealth?
- (a) Describe Timbuktu under Mansa Musa. (b) What happened to Timbuktu when Mali was conquered by the Songhai?

Study Help

Using Scale

The map below shows the trade routes that crossed the Sahara in the 1400's. Use the map's scale to measure the following routes.

1. (a) Measure the route between Algiers and Gao. (b) Use the legend to find out how goods were carried between these two cities.
2. (a) Measure the distance between Jenne and Axim. (b) Use the legend to find out how goods were carried between these two cities.
3. Measure the distance between (a) Cairo and Zuila, (b) Zuila and Manan, (c) Manan and Kano.
4. Add up the distances in the exercise above. About how far was the trip between Cairo and Kano?



An Empire in the Rain Forest

South of Mali, in central Africa, lies a great **rain forest**. At first glance, the rain forest seems an unlikely place to find an empire. Rain often falls for days on end. Towering trees of teak and mahogany cut off all light from the forest floor. Often, the only sounds that can be heard are the falling rain, the cries of birds, and the hum of thousands of insects.

Yet, in the 1400's, a great empire did exist in the rain forest. That empire was known as Benin (bə nēn').

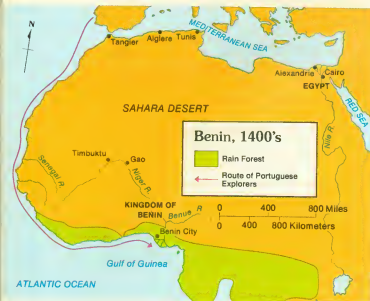
Village Life in Benin

Like the people of Mali, the people of Benin were also farmers who lived in small villages. Near each village was an open space where land had been cleared for farming. Clearing the land is no easy task in a rain forest.

To work the land, farmers first had to cut down towering trees. Next, they used their hoes to remove the enormous stumps. Then they set fires to the brush. The burned wood acted as a fertilizer.

The rain forests of central Africa have dense plant growth and towering trees. Imagine the work it takes to farm land like this.





Benin lay in the rain forests of central Africa. What gulf bordered Benin?

Still, the soil in the rain forest is so poor that it wears out in a few years. Then the villagers have to start over in another part of the forest.

In each village was a small market. To this market, weavers, blacksmiths, and potters came to display their crafts. Nearby, people shopped for yams, peppers, squash, and a kind of banana called a plantain. From time to time, merchants from the coast brought dried fish to the market. For the most part, however, the villagers ate the food they grew on their farms or whatever meat their hunters brought in from the forest.

Benin City

Not all of the people of Benin lived in small villages. Many lived in Benin City, the great capital of the empire.

There were two marketplaces on the outskirts of Benin City. These marketplaces were far larger than any in the villages. Here farmers and hunters from all over the kingdom came to sell food and other goods. Here, too, merchants from cities far north of Benin came with jewelry, cloth, and other wares. Yet the two markets were only a small part of life in Benin City.

An earthen avenue 40 yards (36 meters) wide ran through the city. Off this avenue were several broad streets that divided the city into quarters or wards. The streets were spotless. A ward chief, who reported directly to the king, or **oba**, saw to that. The houses along these streets were made of red mud. Each family was responsible for keeping its house's walls so clean that they seemed to shine.

The heart of the city was the oba's palace. As large as a small American town, it was more than just the home of the king. It was also where the oba conducted all his business. As king, he was considered a god—indeed, the most powerful of the gods. He also had the power of life and death over everyone in the kingdom.

The power of the oba could be seen throughout the palace. Yet perhaps the most striking proof was the bronze figures and plaques that decorated every table and wall. These bronze figures were the work of hundreds of artisans. They devoted their lives to creating works of art in honor of their king.

The bronze plaques show the oba leading men to war, welcoming foreign officials, and acting as judge. The plaques serve as a kind of history book. There

were no written records. Yet, by studying the bronze pieces, historians learn much about life in Benin. People also study them because they are among the finest works of art ever created.

Trade with Portugal

In 1472, a group of explorers from Portugal visited Benin. Their journey marked the beginning of trade between the people of Benin and the people of Portugal. For the next 200 years, the markets of the kingdom were piled high with drinking goblets, linens, velvets, mirrors, and embroidered silks from Europe. Portuguese traders happily carried away leopard skins, black pepper, ivory, and cotton cloth dyed and patterned in blue.

As trade with Europe grew, so did the empire itself. In fact, war was an almost constant part of life in Benin. Some reports say that the oba could call 100,000 men to battle in a single day. These men were fierce warriors who would fight to the death rather than give up an inch of ground.

With such an army behind them, the obas of Benin could and did add more and more land to their empire. By 1600, Benin controlled much of what is now Nigeria.

To Help You Remember

1. (a) Describe the rain forest in which the people of Benin lived. (b) In what part of Africa is this great rain forest located?
2. (a) How did most people of Benin earn a living? (b) What did they have to do in order to work the land?



This bronze plaque shows an oba and his attendants. Which figure is the oba?

3. (a) What goods did people exchange in the marketplaces of Benin villages? (b) Where did people come from to trade in the marketplaces of Benin City?
4. (a) Why did artisans create bronze figures and plaques for the palace of the oba of Benin? (b) What can historians learn by studying the bronze figures and plaques?
5. (a) What began with the journey of Portuguese explorers in 1472? (b) What goods did the people of Benin exchange with the Portuguese?
6. (a) How were the obas of Benin able to add more and more land to their empire? (b) What area did Benin cover in 1600?

Empires in East Africa

The people of Mali and Benin were not the only Africans to build empires. People in East Africa built empires too. These empires also grew rich from trade. Until the 1500's, however, people in East Africa did not trade much with Europe or North Africa. Instead, they traded with people in Arabia, Persia, India, and even China.

Find Kilwa on the map. What body of water did traders cross to get to Kilwa?



From Village to Trading Center

About a thousand years ago, only a handful of villages lay on the east coast of Africa or on the islands nearby. The people who lived in those villages did some trading with lands along the Persian Gulf. Still, most of their living came from farming and fishing.

Then, toward 900, these villages began to grow rapidly. Some became towns. A few grew into large cities. The change began when more and more Muslim traders from Arabia and later India stopped in the villages. They came to buy gold, ivory, tortoise shells, and other products.

Some of the Muslim traders settled in the villages. They brought with them more than new products, foods, and customs. They also brought their religion, Islam. In time, many East Africans became Muslims. By 1100, Muslim mosques could be found in towns all along the coast.

Some of these towns became city-states, like Athens or Rome. A few were even strong enough to build empires. Perhaps the most famous of these cities was Kilwa.

Kilwa's Empire

Kilwa was an island city on the Indian Ocean. As trading grew there, the city doubled and then tripled in size. By the 1200's, Kilwa was a major seaport. People there were now powerful enough to take control of nearby islands and ports on the southeast coast of Africa.



The ruins of Kilwa stand today in the African nation of Tanzania.

Soon Kilwa became famous all over the world. Africans carried gold, ivory, and other goods to its markets. There were a few Chinese sailors in the market too. They brought bales of silk and barrels filled with fine porcelain dishes. By the 1500's, Portuguese merchants were also crowding Kilwa. They brought linens, velvets, and wine.

To many visitors, Kilwa was one of the most beautiful cities in the world. In those days, it was surrounded by orchards and gardens. The streets of the city were lined with great houses made of wood and

stone. Near the center of the city stood a mosque. Here Muslim merchants from Arabia, Persia, and India worshiped beside African merchants, traders, farmers, and artisans.

Kilwa's wealth came from trade. Yet the people of Kilwa made very few of the goods they sold to merchants from distant lands. Instead, people there acted as a link between Asian merchants and the great African empires that lay inland from the coast. One of those empires lay in what is now the country of Zimbabwe (zim bāb'wē).

The Empire of Zimbabwe

Zimbabwe's story begins around A.D. 1000, about a thousand years ago. At that time, a group called the Karanga (kār ān'gə) settled between the Zambezi and Limpopo rivers in central Africa. They had come from more crowded lands farther north. In their new home, the Karanga found plenty of good grazing land and rich soil for farming.

The Karanga soon discovered that the land they had chosen had more than just good soil and fine pastures. There was

gold nearby. The Karanga set out to take control of that gold.

The people who owned the gold mines fought fiercely to keep them, but the Karanga did not give up. Over the next several hundred years, their armies took more and more land from their neighbors. Finally, in 1440, a Karanga leader named Mutota (mū tō'tə) won the rich gold mines for his people.

With the mines secure, Mutota and later his son expanded the empire. By 1500, it reached from the Kalahari Desert

The Karanga found rich grazing and farm land in central Africa. What else of value did they find?



in the west to the Indian Ocean in the east. In the north it stretched from the Zambezi River to the Limpopo River in the south. After that, the empire and its king became known as **Monomotapa**, meaning "great destroyer."

Under the Monomotapa, the Karanga built up a trade in gold. They carried the precious metal to rich trading cities like Kilwa in the east. There they traded their gold for fine Chinese vases, Arabian glass, beads from India, and Portuguese wine.

In Royal Splendor

Most of what is known about the Karanga comes from the merchants in East Africa. According to these merchants, the center of the empire lay in the great city of Zimbabwe. Here as part of their religion the Karanga had built shrines on hilltops and surrounded them with stone walls. The Karanga called such a shrine *dzimba dzimbabwe*, meaning "house of stone." It is from this name that the name *Zimbabwe* comes.

High on a hill the Karanga also built a great stone fort to which people in the valley below could flee in times of trouble. In the center of the city was the greatest stone structure of all. It was a massive cone-shaped tower surrounded by stone walls. Within these walls lived the king of the Karanga.

The king was thought of as a god, so his people could not stand in his presence. Instead, they had to approach him by crawling. In fact, they were not even allowed to look at him. He addressed them from behind a curtain.

The king's court itself was highly organized. Over a thousand people lived in the court. Each person served the king in a special way.

Away from court, less important officials showed their loyalty by keeping a sacred fire going. Every May they traveled to the city of Zimbabwe to restart the flame as a sign of their support. When the Monomotapa died, all of the fires in the kingdom were put out. They were lit again only when a new ruler came to power.

Yet being a king was not all glory and splendor. The Karanga believed that only a strong king could keep their empire strong. When the Monomotapa grew sick or old, his people expected him to take poison and kill himself. Then a younger, stronger man could take his place.

The End of the Empire

Stories such as these have come down to us from merchants who traded in this part of Africa long ago. In the end, it was the merchants themselves who helped to bring about the end of the great empire of Monomotapa.

At first the merchants made friends with the king. They offered him help against his main enemy, a group of people known as the Rowzi (rou zé').

The merchants really wanted to take control of the empire. Little by little, they managed to do so. Then, in the 1600's, the Karanga rebelled. By then, the empire was so weak that their neighbors, the Rowzi, were able to take it over. Now it was the Rowzi, not the Karanga, who lived in the stone dwellings and controlled



The ruins of a Karanga stone structure still stand today in present-day Zimbabwe.

the gold mines. Now the Rowzi carried gold to Kilwa and other trading cities along the coast.

Today all that remains of the Karanga are the great stone buildings. They stand as monuments to a people who lived in Africa long, long ago.

To Help You Remember

1. (a) Besides West and central Africa, where else in Africa did people build empires? (b) Who did these people trade with?
2. (a) How did most people along the coast earn a living? (b) What caused some villages to grow into towns and cities?
3. (a) Name the famous seaport that grew into an empire. (b) What two groups of people did this seaport link through trade?
4. (a) Where did the Karanga settle? (b) How did they earn a living?
5. (a) What did a Karanga leader win for his people in 1440? (b) Where did the Karanga go to trade?
6. (a) How did the Karanga view their king? (b) What remains today of the Karanga empire?

Chapter Review

Words to Know

1. What is a *pilgrimage*?
2. What African kingdom had an *oba* as a ruler?
3. What African kingdom had a *mansa* as a ruler?
4. The *monomotapa* ruled which African kingdom?
5. Describe a *rain forest*.

Reviewing Main Ideas

Complete the chart below with details from the chapter. The chart will help you compare the African empires you studied in this chapter. One empire in each heading has been done for you.

Location:

Mali: _____

Benin: _____

Kilwa: _____

Zimbabwe: Rich grazing lands of
central Africa

Ways of Earning a Living:

Mali: _____

Benin: Farming

Kilwa: _____

Zimbabwe: _____

Trade:

Mali: Gold-salt trade and trade between
villages and towns

Benin: _____

Kilwa: _____

Zimbabwe: _____

In Your Own Words

Choose two African empires to write about. Write one paragraph that describes how the

empires were *alike*. Write a second paragraph that describes an important way the two empires were *different*. Use details from your chart to write your paragraphs. The models below will help you.

1. The empire of _____ was like the empire of _____ in one important way. In (*first empire*), people _____. In (*second empire*), people also _____.

2. The empire of _____ was different from the empire of _____ in one important way. In (*first empire*), people _____.

However, in (*second empire*), people _____.

Challenge!

The Romans were not the only people to tell stories about their heroes. Africans also passed down stories about the people they looked up to. You read about the Malinke hero Sundiata in this chapter. In Chapter 4, you read about the heroic deeds of the Romans Cincinnatus and Horatius. What do these stories tell you about the values and qualities the Romans and the Malinke admired? What similarities do you see in the qualities they admired? What differences?

Things to Do

Find a map of present-day Africa in this book or in the library. Locate the ancient kingdoms of Mali, Benin, and Zimbabwe on the map. What modern-day African countries lie within the boundaries of these empires?



10

Civilizations in the Americas

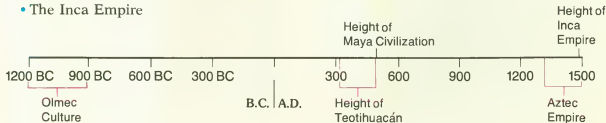
North America and South America make up a part of the world known as the Western Hemisphere. Huge oceans separate the Western Hemisphere from the other half of the world. Only in the far north do the two parts of the world nearly touch. There, the Bering Strait separates North America from Asia.

Archeologists believe that long ago North America and Asia were connected by a grassy plain. The first people to settle in the Americas are said to have crossed that plain in search of food. As time passed, the climate changed and the icy waters of the Bering Strait covered the plain. Only then did contact between the two hemispheres end.

As You Read

Over the years, the first Americans built over 2,000 different cultures in the Western Hemisphere. A few groups developed great civilizations. This chapter looks at those civilizations. As you read about each, look for ideas and inventions that spread from one civilization to another. Look too for the different ways each civilization used those ideas.

- The First American Civilizations
- The Maya
- The Aztec Empire
- The Inca Empire



The First American Civilizations

The first farmers in the Americas lived in the area that stretches from what is now central Mexico to Honduras. Archeologists call that area Mesoamerica. It is a land of rugged mountains. In the valleys between those mountains, people were growing corn, beans, and squash over 6,000 years ago.

As in the Eastern Hemisphere, these early people did not grow all of their food. Instead, for many years, they combined farming with hunting and gathering. Slowly, however, over a long period of time, some groups gave up hunting and gathering. They settled down in villages.

In time, larger settlements appeared. The first were located in the steamy rain forests that line the Gulf of Mexico. The people who built these settlements are known as the Olmec (ól'mek).

What body of water lies to the north of La Venta? How far is the Olmec city San Lorenzo from Teotihuacán?



The Olmec

By about 1200 B.C., the Olmec had developed a distinctive way of life in the rain forests of eastern Mexico. Most lived in small farming villages.

Farming in a Rain Forest. Like the people of Benin in Africa, the Olmec had to work hard to clear the land in the rain forest for farming. Like Benin farmers, they too used stone axes to cut down towering trees. They too used hoes and burned brush to remove the stumps of those trees.

In Benin, farmers had to fertilize the soil with the ashes of the wood they burned. The Olmec, on the other hand, lived near rivers that overflowed each year. These rivers left behind rich new soil. The rich soil meant that the Olmec could produce twice as much corn and other food as their neighbors in less humid lands. As a result, they had a surplus of food.

As in other parts of the world, a surplus of food meant that everyone did not have to farm. People could specialize. Some became traders. Others worked at various crafts. A few served as priests.

The Importance of Religion. Religion was important to the Olmec. They worshiped many gods. Their most honored god was part human and part jaguar. The jaguar is the largest animal in the rain forest. To the Olmec, the large cat was a symbol of strength and power.

The Olmec did not worship their gods at home. Instead, they traveled to special cities. The largest of these centers were San Lorenzo and La Venta. San Lorenzo was located on a **mesa**, or plateau. It overlooked the rain forests of eastern Veracruz in what is now Mexico. La Venta was 60 miles (96 kilometers) to the north on an island near the Gulf Coast.

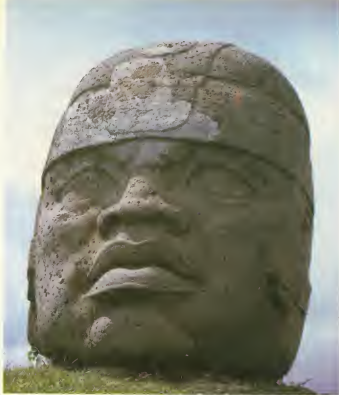
Olmec cities differed from modern-day cities. People did not live in them. Olmec cities were **religious centers**. People came there only for religious ceremonies.

In the center of every Olmec city was a huge clay pyramid. These pyramids did not end in a point as Egyptian pyramids did. Nor were they tombs for kings. Instead, Olmec pyramids had a flat top upon which stood a small temple. At these temples, priests, dressed in magnificent costumes, led the people in prayer.

Archeologists believe that Olmec priests ruled the people. As evidence, archeologists point to giant stone carvings left in front of the pyramids. Some stone statues, which show priestly faces, are over nine feet (nearly three meters) tall.

As many as a thousand people at a time worked on a statue. The stone needed to build the statues came from mountains over 50 miles (80 kilometers) away. Workers had to mine the stone and then shape it into blocks. They then had to drag the blocks to the nearest river where the blocks could be floated on rafts to cities like San Lorenzo or La Venta.

Religion also encouraged many Olmec inventions. The Olmec are said to have invented the first calendar in the Americas. They also developed charts of the



This stone carving of the head of an Olmec priest was found at San Lorenzo.

stars in the heavens. Both helped priests keep track of religious ceremonies. Some archeologists think the Olmec invented a kind of compass too. Direction was important to them. All of their public buildings were oriented to a line just west of north. No one knows why.

Puzzles. Although the Olmec left behind a kind of picture writing, people today do not know how to read these hieroglyphs. So there are many unanswered questions about the Olmec. Were the priests the rulers of the Olmec? Did they force people to build the pyramids or did people volunteer for the job?

Archeologists wonder too about trade between the Olmec and their neighbors.

They have found evidence of goods produced by the Olmec in ruins as far away as central Mexico and Guatemala. They have also found materials in Olmec cities that came from distant places. Among those goods are polished iron ore, jade, serpentine (a greenish stone), and a hard natural glass known as **obsidian**. Obsidian can be splintered to create a razor-sharp edge. It was highly valued for tools and weapons.

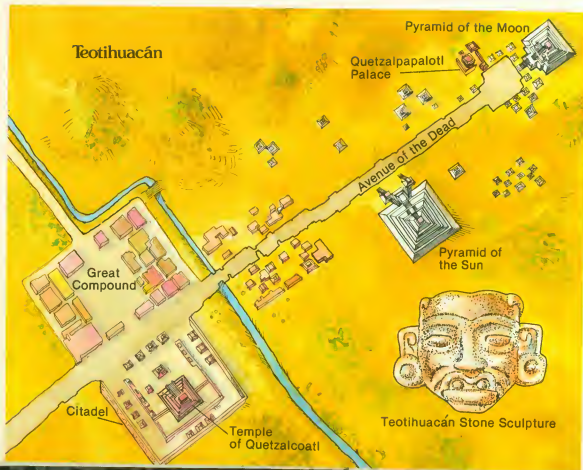
The trade in obsidian and other goods is a puzzle because archeologists do not know who the Olmec traded with. They also do not know who controlled the trade or even how it was carried out.

Yet another mystery concerns what happened to the Olmec themselves. Beginning about 900 B.C., nearly 2,900 years ago, one Olmec center after another was destroyed. Although some centers survived for at least 500 more years, they were never as prosperous as before. In time, the Olmec themselves disappeared. Yet their culture lived on in other parts of Mesoamerica.

The City of Teotihuacán

The people who lived in the city of Teotihuacán (tā ō tē wə kán') were among those influenced by Olmec civilization. The city lay in the highlands of central

Teotihuacán was a carefully planned city that included a religious center, a great marketplace, and the homes and shops of its many citizens.



Mexico, 30 miles (48 kilometers) northeast of present-day Mexico City.

People first began to settle in Teotihuacán around 400 B.C. As time passed, the population of the city swelled. By about 2,000 years ago, Teotihuacán was the largest city in the world.

A Religious Center. Like the cities of the Olmec, Teotihuacán was a religious center. People from surrounding villages gathered there to worship their gods.

The city had many temples. The most awesome were the Pyramid of the Sun and the Pyramid of the Moon. They towered over the city. Opposite the Pyramid of the Moon was the Temple of Quetzalcoatl (ket sähl coh'ähtl). As the giver of knowledge, he was the most important god of Teotihuacán. Near his temple stood the Temple of the Jaguars. Paintings on the walls show catlike creatures with human heads, much like the god of the Olmec.

A Trading Center. Teotihuacán was more than a religious center. It was also a trading center. In the marketplace, merchants bought and sold goods from all over Mesoamerica. Obsidian was the most valuable trade item. The rulers of Teotihuacán controlled the mountains where the smoke-colored glass was mined. There were about 350 workshops in the city where artisans fashioned obsidian into darts, curved scrapers, and spear points. Traders exchanged these tools and weapons for feathers (worn as ornaments), cacao (from which chocolate is made), jade, carved stone masks, and pottery.

A Place Where People Live. Many of the artisans whose goods were sold in the marketplace lived in Teotihuacán. The city was laid out in squares or grids much as modern cities are. A wide avenue stretched for two miles through the center of Teotihuacán. From the main avenue, small streets led to workers' compounds. A compound is a group of houses and workshops within a walled area.

The people in each compound worked at the same kind of job. For example, there was a weavers' compound, one for cloth dyers, another for toolmakers, and still another for carpenters. Within most compounds, dark narrow corridors led to clusters of small rooms. The only light came from narrow openings that served as doors. Large workshops that opened onto sunny courtyards were set aside for the best artisans.

The most important people—government officials, priests, and merchants—lived in fine homes. The walls of these homes were decorated with richly colored paintings of birds, plants, and animals. Woven hangings separated one room from another. When it was hot, these draperies were pulled aside to let in cool breezes.

Between A.D. 325 and 500, nearly 100 people lived in a single compound, and the city had about 2,000 compounds. Therefore some archeologists think the city had a total population of between 150,000 and 200,000 people.

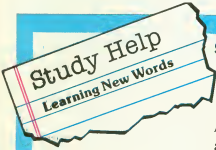
The Spread of Ideas. Like the Olmec, the people of Teotihuacán touched the lives of people throughout Mesoamerica. Many

other groups adopted their building styles, their kind of pottery, and even their beliefs. Carvings of the Feathered Serpent Quetzalcoatl appear throughout Mesoamerica. There are even signs that the god was worshiped north of Mexico in what is now the United States.

Then, in about A.D. 650, invaders attacked the city. They set fires in several parts of the city that destroyed government buildings and temples. Thousands of people fled. With no artisans to produce goods or merchants to sell them, trade collapsed. The once-mighty city lay in ruins.

To Help You Remember

1. (a) Describe the area known as Mesoamerica. (b) In what part of the region did large settlements first appear?
2. Describe three pieces of evidence that suggest the importance of religion to the Olmec.
3. (a) When did Olmec civilization end? (b) Why do archeologists believe it ended?
4. (a) Where was Teotihuacán located? (b) How was it like the cities of the Olmec? (c) How was it different?
5. What Teotihuacán ideas spread to other parts of Mesoamerica?



Study Help

Learning New Words

Study Help: Learning New Words

At the beginning of this chapter, you were asked to look for ideas and inventions that spread from one American civilization to another. You were also asked to look for the different ways each civilization used those ideas. One way to do this is to keep track of how key words are used in the chapter.

Below are some key words from the first part of this chapter. Find each word in the glossary at the back of the book or in the text and write a definition for it. For each word, tell whether it describes (a) the Olmec, (b) Teotihuacán, or (c) the Olmec and Teotihuacán. Then use each word in a sentence that explains some part of the civilization(s) it refers to.

- | | |
|---------------------|----------------|
| 1. Mesoamerica | 5. pyramid |
| 2. mesa | 6. hieroglyphs |
| 3. rain forest | 7. obsidian |
| 4. religious center | 8. compounds |

As you read the rest of the chapter, continue to keep track of the key words. Add other important words to your list.

The Maya

At about the same time that the rulers of Teotihuacán were building their city in the highlands of central Mexico, another civilization was developing in the rain forests of southern Mexico and Central America. This civilization was also influenced by the Olmec.

Farming

Like the Olmec, most Maya (mí'ə) were farmers. They too found the mighty trees and tangled vines of the rain forest a constant challenge. Unlike the Olmec, however, the Maya did not live in a place where the rivers brought fresh soil each year. Instead, the soil of the rain forest floor lost its minerals after only two or three years. Then the Maya had to move to another part of the forest.

In time, the Maya invented new methods of farming that allowed them to work the same fields year after year. They learned to raise their fields by piling up mud. The muddy soil was very fertile. So harvests of corn, beans, and squash were larger than ever before. For the first time, the Maya had a surplus of food.

Between their fields, the Maya dug canals that provided water for drinking, cooking, and even fishing. Some of these canals were wide enough to be used as waterways. So the Maya had a good system of transportation even though they lived in a thick rain forest.

From Villages to Cities

Most Maya made their homes in tiny villages. Each was near a town that served

as a religious and trading center. These towns were much like Olmec cities. People gathered there for religious ceremonies. At these gatherings, merchants often showed their wares.

Each town in turn was linked to a large city. The ruins of over 100 of these cities have been found in the rain forests of northern Guatemala and Mexico's Yucatán Peninsula. Unlike the smaller towns, these cities were rarely empty. Young men studied to be priests there. Artisans worked there too. So did traders. They gathered in the cities to sell goods from every part of Mesoamerica.

*Where in Mesoamerica did the Maya settle?
What body of water is to the east?*



The most splendid of these large cities was Tikal (ti kâl'). It lay in what is now northern Guatemala. Tikal's pyramids seemed higher and more slender than those at Teotihuacán. This was because the Maya invented a kind of arch that allowed them to build rooms with high ceilings. On the outside of their temples, they added high false fronts to make the roofs seem even taller than they really were.

Like the Olmec, the Maya kept records in hieroglyphic writing. They carved and painted these picture symbols on the walls of temples and palaces. Other hieroglyphs were carved next to the portraits of rulers on tall stone slabs called **stelae**.

A Maya artisan used this conch shell to hold paint. The glyphs on the shell record a date equivalent to A.D. March 17, 761.



For over a thousand years, the Maya hieroglyphs were a puzzle. No one was able to read them. Now archeologists are at last able to read these ancient writings. Most Maya hieroglyphs tell the story of various Maya rulers. For example, carvings on the walls of a temple in Palenque (pə len' kā) explain that the city was once ruled by a man known as the Shield. Born in A.D. 603, the Shield ruled from the time he was 12 until the age of 80. His son, called the Snake-Jaguar, ruled after the Shield. He ordered three small pyramids built. Carvings on their walls tell how he accepted the throne from his father.

There are similar stories on the walls of pyramids in other Maya cities. As more and more hieroglyphs are read, we can expect to learn more about the Maya.

Religion

Many hieroglyphs are combined with dates. Like the Olmec, the Maya kept careful track of religious ceremonies. Religion was an important part of Maya life.

The Calendar. Like other people in Mesoamerica, the Maya had two calendars—one for a 260-day year and one for a 365-day year. (They added five days at the end of each year. These days were believed to be very unlucky.) Every 52 years the dates of the two calendars came together.

The day when the calendar dates came together was an event of great religious importance. The people threw out or buried old household goods, put on new clothing, and bought new pottery. They built new pyramids and stelae.

All the fires in the city were put out as well. The chief priest then lighted a new fire. Everyone in the city came to the temple to get burning coals. With these, they started new fires in their homes. Other peoples in Mesoamerica had similar ceremonies. They too had calendars similar to that of the Maya.

Ceremony. Ceremony was an important part of Maya life. Each important event—a birth, a marriage, a death, a trade treaty, a war, spring planting or autumn harvest—had its ceremony. Festivals were memorable occasions. Musicians played wooden drums, pottery flutes, and trumpets made of conch shells. Following them came priests and rulers wearing huge headdresses of feathers, jade pendants and armcuffs, and capes of jaguar skin. Often the procession included prisoners captured in war. They might be sacrificed to please the Maya gods.

Education. Maya priests were in charge of all learning. They interpreted the calendar, foretold events by studying the stars, and kept records in hieroglyphic writing. Except for the sons of nobles, few Maya learned to read or write. Most children followed the occupation of their parents. This they learned at home.

A Mysterious End

For about 600 years, the Maya tended their corn fields and worshiped their gods. Then, beginning in A.D. 900, one city after another was abandoned. Perhaps the Maya were attacked. Possibly they suffered a severe drought. No one knows for



Maya women were skilled artisans. This sculpture shows a woman weaving on a loom.

sure. Although the Maya left their cities, they themselves did not disappear. Instead, many Maya moved into the highlands of Mesoamerica. Their descendants still live there today.

To Help You Remember

1. (a) When did the Maya build a great civilization? (b) Where was it located?
2. (a) What new method of farming did the Maya invent? (b) How did improvements in farming help them?
3. What was the chief purpose of a Maya town or city?
4. (a) Describe the Maya calendar.
(b) Why was it important to the Maya?
5. (a) Describe the end of Maya civilization. (b) Where do their descendants live today?

The Aztec Empire

After Maya cities were abandoned, the center of Mesoamerican civilization shifted back to the highlands of central Mexico. There on a great plateau known as the Valley of Mexico, a warlike people called the Aztec (az'tek) grew strong by fighting as hired warriors. In about 1325, they founded the city of Tenochtitlán (tā noch' tē tlān') on an island in a marshy lake. In time, the Aztec ruled a great empire from that city.

Under Absolute Rule

The Aztec were governed by a king. He was elected by a council of priests, nobles, and war chiefs. Once elected, he became

In what direction was the Aztec capital Tenochtitlán from Teotihuacán?



an **absolute ruler**. That is, he did not have to answer to anyone. No one dared to question his word. Even the mightiest nobles were not permitted to see his face because he was believed to be part god.

Most nobles were related to the king. They helped him rule. Some owned large estates. Others served as priests. Still others had important positions in the army.

The Aztec army often followed in the footsteps of Aztec merchants. Whenever a merchant visited a new area, he reported on its military might as well as its resources. Aztec warriors then moved in to conquer the area. They brought home prisoners. These prisoners were sacrificed to the Aztec gods. The Aztec believed that they could prosper only if they pleased their gods.

Warriors also brought home **tribute**. Tribute is payment made by one ruler to another. By paying tribute, a king or queen is accepting the rule of another or buying protection.

Tribute is often made in the form of food, resources, and other goods. Each year the Aztec collected thousands of tons of tribute in the form of corn, beans, and cacao. This tribute helped the Aztec strengthen their armies so they could conquer more lands and collect more tribute. By 1500, the Aztec Empire stretched over the entire Valley of Mexico.

The Exchange of Ideas

As the Aztec Empire grew, the city of Tenochtitlán became an international



An Aztec priest wore this two-headed mosaic serpent at religious ceremonies.

city. It contained goods, ideas, and people from different parts of the Western Hemisphere.

The marketplace attracted people from all over the empire. There they could find not only obsidian, jade, and other goods from Mesoamerica, but also goods from north of Mexico. There was turquoise from the southwestern part of what is now the United States, copper from the area around the Great Lakes, and even clay pipes from the Ohio River Valley.

The Aztec adopted many skills and ideas from other groups. Their calendar was similar to the one developed by the Olmec and later used by the Maya. They also had a form of hieroglyphic writing, but it differed from that of the Maya just as the Aztec language did.

The Aztec learned metalworking from other groups. They also learned to build pyramids and temples much like those in other parts of Mesoamerica. Like many of their neighbors, the Aztec used irrigation to bring water to their fields of corn,



In the legend of Tenochtitlán, the Aztec were told to look for an eagle sitting on a cactus as the place to found their empire.

beans, and squash. Like the Maya, they too grew these crops on raised fields.

In the swampy center of the lake, the Aztec cut down plants and piled them up to make a kind of raised field. Then they dug ditches to drain off the water. They put the rich mud they had uncovered on the mats of weeds. These fields were called chinampas. They were once believed to be an Aztec invention, but they are now known to be much older.

The people of Tenochtitlán did not just borrow ideas from their neighbors. Their city also reflected their own skills and inventions. In Tenochtitlán, long, broad **causeways**, or land bridges, linked the island to the shore. Canals too led from one part of the city to another. The Aztec figured out a way to pipe in fresh water from nearby hills. They built a sewer system that kept the city clean.

The Aztec spread these ideas and many others to the people they traded with and conquered. At the same time, they taught others about their own culture. As a result, Mesoamerican goods and ideas reached people as far north as the Valley

of the St. Lawrence River in Canada. They reached as far south as Peru in South America.

To Help You Remember

1. (a) Who were the Aztec? (b) Where did they live?
2. (a) Why was tribute so important to the Aztec Empire? (b) How did it help the empire grow?
3. Name three ideas or inventions that the Aztec adopted from other groups.
4. Describe three things that made Tenochtitlán unique.
5. To what parts of the Americas did many Aztec ideas spread?

The Inca Empire

People in South America began to develop distinct cultures at about the same time as people in Mesoamerica. South American civilizations centered in what is now Peru, deep in the heart of the Andes Mountains.

While the Mesoamericans were learning to grow corn, beans, and squash, Peruvians were learning to plant potatoes and cotton. They were also taming such animals as the llama, the guinea pig, and the duck. They were the first in the Americas to work with metal, to weave, and to make fine pottery.

As in Mesoamerica, the people of Peru also built empires. The greatest of these empires was the Inca (ing'kə) Empire.

Building an Empire

The Inca lived in a land of startling contrasts. The driest desert in the world lies along the coast of Peru. Beyond the desert, barren hills rise to form the towering snow-capped mountains of the Andes. Hundreds of fertile valleys are wedged in between these rugged mountains.

By the early 1400's, many different groups of people lived in the valleys of the Andes. Each had its own gods, temples, and language. Each too had its own artisans and engineers. The artisans worked with cloth, metal, and pottery. The engineers helped farmers carve terraces in the mountains. Inca engineers also built roads and irrigation canals.

From time to time, one group or another set out to conquer its neighbors and build an empire. Over 500 years ago, such a group lived in the southern Andes in the Cuzco Valley. These people referred to their leader as the Inca. The Inca was looked on as a god. In time, the people the Inca ruled were also known by that name.

By 1400, there had been eight Inca emperors. Each had expanded Inca territory a little. Then, in 1438, a new leader came to the throne. His name was Inca Pachacuti (pă chă kŭ'tē). Under his leadership, Inca armies burst out of Cuzco with the aim of conquering all of Peru.

Before attacking, the Inca would invite a group to join the empire. He promised that those who accepted his invitation would live in peace. To those who turned down the offer, he promised destruction.

Many groups gave in peacefully, for the advantages of doing so were great. The Inca allowed local rulers to stay in power as long as they made no trouble. Inca engineers improved irrigation systems and old roads. They also built new roads.

Good roads were important to the people of Peru. They lived in a land where even today travel is difficult. Inca roads had to snake over steep mountain slopes and climb jagged mountain peaks. Bridges woven of vines and poles swung over the rivers that rushed through deep gorges. Spaced out along the highways were rest houses where the Inca's officials and troops could get supplies.

In what part of South America was the Inca Empire located? How far was Machu Picchu from Cuzco? ►



This silver doll, wrapped in a robe of woven cloth, was found in present-day Chile.





Bridges like those built by Inca engineers are still being used today.



Along the broad roads ran relays of swift messengers. The best of these young men covered as much as 150 miles (240 kilometers) in a day.

In the City of Cuzco

At the center of the Inca Empire was the city of Cuzco. Pachacuti designed much of it himself. He ordered artisans to cover the walls of the temple with sheets of gold. Inside was an altar made from a solid slab of gold. Beside it were the mummies of earlier Inca, wrapped in the finest cotton. In the gardens outside the temple, real plants were mixed with lifelike gold and silver copies. The metal leaves and jeweled flowers tinkled in the breeze and sparkled in the sunlight.

Public buildings along Cuzco's wide streets were made of huge blocks of stone. The stones were so skillfully shaped and fitted together that not even a pin could be pushed between them.

The people of Peru built Cuzco and other Inca cities. Each person had to give a certain amount of time each month to such projects. The Inca also demanded that each subject pay tribute and serve in the army. Tribute included cloth and dried foods. These were put in regional storehouses and given out to the people in times of need.

The Inca had an army of officials that enforced his rules. They kept records on colored cords that were knotted together in special patterns. These cords could be read only by a few trained specialists.

◀ *Inca artisans fashioned gold mined in the empire into many beautiful objects.*



Machu Picchu was built along a high ridge in the Andes Mountains. The city remained unknown until 1911, when Hiram Bingham discovered its ruins.

In 1471, Pachacuti died and the empire was passed to his son Topa Inca. In many ways, Topa Inca surpassed his father. By the end of his reign in 1493, the Inca Empire reached from what is now southern Colombia in the north to central Chile in the south, a distance of over 2,500 miles (4,000 kilometers). Throughout this vast area, the people spoke the same language, worshiped the same gods, dressed in the same styles, and obeyed the Inca without question.

A Long-Lasting Way of Life

Like the Aztec of Mexico, the Inca influenced and were influenced by many other groups. In time, their empire was conquered. Their culture, however, lives on.

There are people in the Andes who still speak the language of the Inca. They plant their crops, build their homes, and even dress much as their ancestors did hundreds of years ago.

To Help You Remember

1. (a) Where did the Inca live? (b) How did they get their name?
2. (a) How did Inca Pachacuti differ from earlier leaders? (b) Describe two methods he used to build his empire.
3. How did people in Peru benefit from Inca rule?
4. How did the capital city of Cuzco show the power of the emperor?
5. How has the Inca way of life lived on?

Chapter Review

Words to Know

1. Would an artisan use *obsidian* or *stelae* to carve stone?
2. Does a *causeway* or a *compound* serve as a land bridge?
3. What was a *religious center*?
4. Describe a *mesa*.
5. Why do *absolute rulers* demand *tribute*?

Reviewing Main Ideas

Tell which of the groups listed below each sentence best describes. Some sentences are true of more than one group.

- | | |
|------------------------------|--------------|
| a. The Olmec | c. The Maya |
| b. The people of Teotihuacán | d. The Aztec |
| | e. The Inca |
1. They lived in Mesoamerica.
 2. Their cities were mainly religious centers. People did not live in them.
 3. Their rulers built an empire and collected tribute.
 4. They built giant stone carvings to honor their priests.
 5. They were farmers who cut down the towering trees of the rain forest.

In Your Own Words

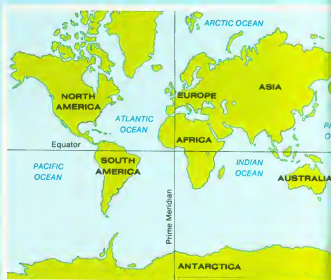
Write a paragraph that compares two of the civilizations you read about in this chapter. Include details that describe at least three of the following topics in your paragraph.

cities location religion rulers
trade writing jobs

Keeping Skills Sharp

1. Into what two hemispheres does the equator divide Earth?

2. Into what two hemispheres do the prime meridian and the 180° line divide Earth?
3. (a) In what two hemispheres does North America lie? (b) Name two other continents that lie in just two hemispheres.
4. (a) In what three hemispheres does South America lie? (b) Name three other continents that lie in three hemispheres.



Challenge

The Maya counting system was based on a unit of 20 and the value of each number was indicated by its position. The Maya used the symbols shown here to write the numbers 1 to 19. Use the examples to write those numbers in the Maya system.

$$\bullet = 1 \quad - = 5 \quad = = 10 \quad \ddot{=} = 12$$

Unit Review

Take Another Look

1. (a) Name four great empires that people in Africa built over a thousand years ago. (b) Where was each empire located?
2. (a) Name at least one thing all four African empires had in common. (b) Tell at least two ways each was unique.
3. (a) Name four civilizations that developed in the Americas long ago. (b) Where was each located?
4. (a) Name at least two things all four civilizations had in common. (b) Tell at least two ways each was unique.
5. (a) What did civilizations in the Americas have in common with those in Africa? (b) In what ways were cultures in the Americas different from those in Africa?
6. What did the people in each of the following places call their ruler? (a) Benin (b) Zimbabwe (c) Peru (d) Mali
7. (a) How were cities in East and West Africa different from Olmec cities? (b) How were they similar?
8. In what ways was the ruler of the Benin Empire similar to the Inca of Peru?
9. Why was trade in East and West Africa so much broader than trade in the Americas?
10. (a) How has much of the history of ancient American civilizations been uncovered? (b) How has much of the history of empires in East and West Africa been preserved?

You and the Past

1. Did you know that you speak a little Aztec? *Tomato, avocado, chili, tamale, and chocolate* are Aztec words. The words *potato, maize, and tobacco* come from the people who lived in the West Indies before Europeans arrived. Those who lived in what is now the United States used such words as *squash, pecan, persimmon, barbecue, hominy, pone, and succotash*. What do these words tell you about the contributions the first Americans made to life today? Look for other English words that came from languages spoken by the first Americans. (Clue: Many of these words describe animals and plants of the Americas.)
2. Africans have made great contributions to art, music, and literature (including folk tales). Choose one of these fields and report to the class on what you have learned about the contributions Africans have made.



Unit Five

The World Long Ago: Europe



Even as people in Africa and the Americas were building empires, great changes were taking place in Europe. Those changes began with the fall of the Roman Empire in the West. Eventually they led to a rebirth of learning and a great age of exploration.



11

Europe in the Middle Ages

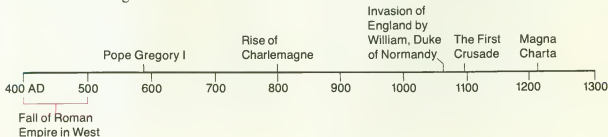
In the 400's, bands of fierce Germanic people destroyed the great Roman Empire in the West. A new age began in Europe. That age would last for about a thousand years. Today we call it the Middle Ages. It is a fitting name for a period that lies between the days of ancient Greece and Rome and modern times.

When people think about the Middle Ages today, they picture brave knights in shining armor and great stone castles high on hilltops. In fact, some people did live this way during the Middle Ages, but many people did not. The way people lived depended on who they were. Farmers who worked the land led lives very different from those of the powerful nobles. Also, as you shall see, life at the beginning of this period was different from life later on.

As You Read

This chapter is divided into three parts. As you read each part, look for the ways life in Europe changed over the years.

- The Start of a New Age
- Europe in 1066
- A Time of Changes



The Start of a New Age

Beginning in the 400's, a new way of life grew up in Europe. That new way of life included many Roman ideas and customs. It also included the customs and ideas of the German invaders.

The End of an Empire

The Germanic peoples who moved into the Roman Empire were not united into one nation. They were divided into many separate groups. Among those groups were the Goths, the Visigoths (viz'ə goths), the Vandals, and the Franks. These different groups lived just east and north of the

Rhine and the Danube rivers. To their north lived the Angles, the Saxons, and the Jutes. Still farther north, in the countries now called Norway and Sweden, lived the Norse.

The Germanic peoples came south in search of wealth and new lands to farm. At first, the newcomers got permission from the Romans to cross the border into Roman territory. Later, as one weak emperor after another came to power, the Romans abandoned forts along their borders. Many more Germans then moved into Roman lands.

By the 400's, there were German kingdoms in Britain, Spain, even Italy itself. In many parts of Europe, people no longer believed the Roman Empire was worth fighting for. Little by little, it grew weaker.

Fewer people now spoke Latin, the language of Rome. New languages were developing. Some, like French and Spanish, grew out of Latin. Others, like English, developed from the languages spoken by the Germanic peoples.

In the 400's, most people worked on large estates owned by wealthy nobles. These workers were not allowed to move or even to change jobs without the permission of the nobles. The workers were not slaves, but they were not free. The arrival of the Germanic people just meant that these workers now served a German noble instead of a Roman one.

By A.D. 476, the Roman Empire was already dead, and there was no nation or leader capable of restoring it. Only a few people still dreamed of a united Europe.

What part of Europe—eastern or western—did the Germans rule in A.D. 500?



The Roman Catholic Church

The leaders of the Roman Catholic Church kept the idea of a united Europe alive. They believed it was important that Christians work together. One of the most important of these leaders was Gregory I. He became **pope**, or head, of the Roman Catholic Church in 590. Like earlier popes, he lived in Rome.

The Pope. Gregory did much to increase the power of the pope and of the Church itself. He took on many jobs that the Roman emperor once handled. For example, when Rome was under attack, it was Gregory who organized an army to defend the city.

Gregory also saw to it that priests throughout western Europe said the same prayers and followed the same teachings.

Pope Gregory did much to increase the power of the Roman Catholic Church.



Everyone prayed in Latin too. In fact, it became the language of the Church.

At the same time, Gregory sent church **missionaries** throughout every part of Europe. Missionaries teach their religion to other people. By the time Gregory died in 604, much of western Europe was Christian. Most of these Christians looked to the pope for leadership.

Monks and Nuns. Many missionaries were **monks** and **nuns**. A monk is a man who devotes his life to prayer and good works. Women who lead a similar life are called nuns. Monks live in monasteries. Nuns make their homes in convents.

During the Middle Ages, both monks and nuns helped the poor and needy. It soon became the custom for people in trouble to go to the nearest monastery or

In the Middle Ages, monks were among the few people who could read and write.



convent for help. People also came to the nuns and monks for another reason: learning. Monks and nuns were the most learned men and women of their time. Some spent their days copying the great books of Greek and Roman writers. Others opened schools where people could study Latin, the language of the Church.

Unity under the Franks

For a long time, church leaders were the only ones who tried to unite the people of Europe. Then, in 771, a powerful leader became king of one of the Germanic groups known as the Franks. His name was Charles. Before he died, the people he ruled would call him Charlemagne (shār'lə măn), or Charles the Great.

What two rivers formed the eastern border of Charlemagne's empire?



When Charlemagne came to power, the center of his kingdom was the deep forests and swamps of what is now northern France. Slowly he brought more and more land under his rule, until Rome itself was also his.

On Christmas Day in the year 800, Charlemagne knelt at the Church of St. Peter in Rome. Before a cheering crowd, the pope placed a crown on Charlemagne's head. As he did so, he proclaimed Charlemagne head of the Roman Empire in the West. That empire came to be known as the Holy Roman Empire.

Charlemagne tried to rule his empire much the way the Roman emperors had. He even journeyed to Constantinople to see how the Byzantine Empire was ruled.

Despite his efforts, Charlemagne was not very successful in governing the empire. Most Frankish nobles had their own private armies in the 800's. They gladly used these armies to help Charlemagne conquer new lands. They were not, however, willing to give up their armies to help Charlemagne increase his power over them.

Charlemagne had more success in spreading education and encouraging trade. He set up schools in monasteries and convents. He also invited Jewish scholars and merchants to settle in his empire. These scholars and merchants helped him restore trade between Europe and Asia. They also translated many Greek and Roman works so that other Europeans could study them.

Charlemagne's empire did not last. Even though many rulers in years to come would call themselves Holy Roman



The pope crowned Charlemagne emperor in A.D. 800. In time, Charlemagne's empire came to be called the Holy Roman Empire.

Emperor, none of them had an empire as large as Charlemagne's.

When Charlemagne died in 814 at the age of 72, his lands went to his only living son. When that son died, the empire was divided among his sons and then among their sons. Just 75 years after Charlemagne's death, there were seven quarreling kingdoms where there had once been a single empire.

New Invaders

As Charlemagne's great-grandsons battled one another for power, new groups of invaders pushed their way across Europe. They came from three directions.

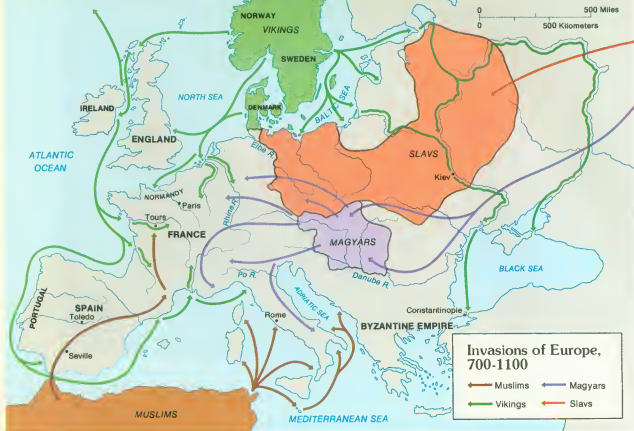
The invaders who came from the south were Muslim warriors. In the 700's, they

had conquered much of Spain and Portugal. In the 800's, they captured many of the islands in the Mediterranean. Then they raided Italy and southern France.

The invaders from the east came on horseback. The Magyars (mag'yärz) were fierce warriors who had once roamed the plains of central Asia. These invaders attacked villages and towns throughout southern Germany, France, and along both coasts of Italy.

The invaders from the north were Vikings, as the Norse were sometimes called. In their long boats, they attacked northern Europe in the 800's and 900's. They also pushed into Russia.

At first, the Vikings were looking for riches only. Later, they began to settle in the lands they conquered. For a time, a



In the 700's, fierce invaders pushed their way into Europe. From what directions did they come?

group of Vikings from Denmark controlled England. A group from Sweden established itself in Russia. Still other Vikings took over part of northern France in 911. They called the land they held there Normandy. A little over 150 years later, in 1066, William, the duke of Normandy, invaded England and made himself king.

To Help You Remember

1. (a) After the fall of Rome, who kept alive the idea of a united Europe?
(b) Name at least three things Pope

Gregory did to increase the power of the pope and of the Church itself.

2. (a) What part of Europe did Charlemagne rule when he came to power in 771? (b) What happened in Rome on Christmas Day in A.D. 800?
3. (a) How did Charlemagne's nobles help him? (b) What were these nobles unwilling to do?
4. What had happened to Charlemagne's empire 75 years after his death?
5. Name the three groups of fierce invaders who entered Europe beginning in the 700's.

Many changes took place in Europe after the fall of Rome. One way to keep track of these changes is to take notes as you read. The headings and subheadings of a chapter can help you organize these notes into an outline.

Below are the headings and subheadings from the section you just read. Under each subheading, write three ways life changed in western Europe in the years after 476. The page numbers tell you where to look in the text.

I. The Start of a New Age

A. The End of an Empire (page 202)

1. _____
2. _____
3. _____

B. The Roman Catholic Church (pages 203–204)

1. _____
2. _____
3. _____

C. Unity under the Franks (pages 204–205)

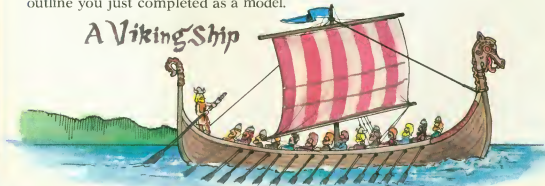
1. _____
2. _____
3. _____

D. New Invaders (pages 205–206)

1. _____
2. _____
3. _____

As you read the rest of the chapter, add to your outline. Use the outline you just completed as a model.

A Viking Ship



Europe in 1066

By 1066, Europe had been at war for over 200 years. These wars were the worst Europe had ever known. The invaders struck every part of the continent in their search for riches.

A New Way of Governing

During the years of invasion, kings and queens could not move their armies fast enough to stop the widely scattered raiders. Every district had to defend itself. Great warriors took over the task of protecting weaker neighbors. These warriors took on many of the duties of a king. They acted as judges, repaired roads, and collected taxes.

Kings and queens still claimed all of the land in their kingdom. They were not

A knight's training started early. Boys spent years learning the art of fighting.



strong enough, however, to govern or even to defend that land without help. They got help by making agreements with warriors.

A ruler would give land to a warrior. In return, the warrior swore an oath of loyalty to the king or queen. When a warrior made such a promise, he became a **vassal** of the ruler. The ruler became the warrior's **lord**.

Many nobles divided the land their lord gave them. The nobles then took on vassals of their own. These vassals owed their loyalty only to the noble.

Most vassals were men. Still, women could and did own property during the Middle Ages. If a noble had no sons, his lands usually passed to his oldest daughter. One woman who acquired lands in this way was Eleanor of Aquitaine. When her father died, Eleanor inherited his lands in France. She then became a vassal of the king of France.

Oaths between lords and vassals slowly grew into a new system of government. Today it is called **feudalism**. In the 1000's, it had no name.

The Knights

Under feudalism, every vassal had an army of trained soldiers called **knights**. Since war was a constant part of life during the Middle Ages, knights were very important. To many, they were heroes.

Everywhere in Europe, traveling singers known as troubadours (*trū'bə dōrz*) told of the adventures of the greatest knights. In England, they sang of brave



Knights and ladies are shown feasting in the great hall of the castle. On the right, a lord greets visitors.

Sir Lancelot, one of King Arthur's knights of the Round Table. In France, the troubadours told of Roland, one of Charlemagne's knights.

Many children dreamed of becoming knights, but only boys from noble families could do so. At the age of seven, they went to live in the castle of a lord. There they served as pages. Pages learned good manners and the rules of knighthood.

When a page reached the age of 14, he became a squire. Squires polished their lord's armor, helped care for the horses, and waited upon the lord at mealtimes. Squires also learned how to ride and to handle a sword.

If a squire proved himself worthy, he became a knight at the age of 20 or 21. During a long, solemn ceremony, the knight received his sword and promised to be loyal to his lord.

Life on a Manor

Knights lived on **manors**, as did most people in Europe during the Middle Ages. Each manor was a small community. It included the great castle where the noble and his family lived. It also included the tiny one-room huts of the people who worked the noble's land. The fields they farmed were part of the manor too.

The people who lived on a manor produced almost all they needed. They grew their own food. They made their own clothes. Many manors had a mill. Here workers ground wheat into flour.

The people who did the work on the manor were **serfs**. Serfs were not exactly slaves, for they could not be sold. Yet they were not free either. They could not leave the manor without permission.

For at least three days a week, every serf had to work for the noble. They were



Each manor was like a small community. People on a manor produced everything they needed to live.

not paid for this work. Instead, the noble gave each family the right to farm several strips of land on the manor. On this land, serfs could plant crops, but they had to give the noble a part of their harvest.

Often serfs had to give so much to the lord and his family that there was little left for themselves. Men and women worked long hours in the fields. Even children had jobs to do as soon as they were old enough to work.

The only break in a serf's routine came on Sunday and other holy days. On those days, every family made its way to the village church. The holy days marked the passing of the seasons. Easter was as much a part of spring as the budding trees and the start of plowing. Christmas marked the start of winter.

To Help You Remember

1. Why did every district in Europe take over its own defense during the years of invasion?
2. (a) How did kings and queens get help in defending their lands? (b) What did rulers give warriors in return for this help?
3. (a) What did many nobles do with the lands their lords gave them? (b) What is this system of government called today?
4. (a) Why were knights very important during the Middle Ages? (b) Who could become a knight?
5. (a) Name three things that a manor included. (b) What were people called who did all the work on a manor?

A Time of Changes

In the years after 1066, life was a little easier for almost everyone in Europe. Even though there were still many wars, people were less afraid to travel far from home. People had more to eat, and they dressed better. Many of these improvements began with changes in farming.

Changes in Farming

Farmers in the early Middle Ages worked the land much as their ancestors had. They even used the same kind of plows the ancient Romans had used.

By the 1100's, however, many farmers were using a new kind of plow. It was larger and heavier than the old plows. It also cut more deeply into the soil. With the new plows, the forests and marshes of northern Europe could be farmed.

In the 1100's, many serfs moved to those lands. The serfs cleared the forests and drained the marshes so they could plant crops on the rich soil there. Once the land was cleared, it belonged to them. They were no longer serfs. They were free men and women.

Life also improved a little for those who stayed on the manors. They too were growing more food. For centuries, farmers had divided their land in half. To keep the soil from wearing out, they would farm one half each year and let the other half grow wild.

By the 1100's, however, most farmers were dividing their land into three parts. They farmed two thirds of their land each year instead of half of it. As a result, Europeans had more to eat.

The Growing Power of the Church

Monks were among the first to try new ideas about farming. Others followed their lead. By the 1100's, the Roman Catholic Church had great power throughout Europe.

People everywhere gave the Church a tenth of their harvest. Many gave their time and skills as well. In even the poorest village, people would band together to build the finest church they could. They decorated it with stained-glass windows and statues.

The Church was the center of everyone's life. It was also the largest landowner in all of Europe. The Church even had its own armies. No one quarreled with the power of the Church.

Many of today's beautiful cathedrals were built during the Middle Ages. A cathedral is a very large church.



A Call to Arms. In 1095, Pope Urban II showed how strong the Church had grown. He called a meeting at Clermont in France. The wide plain around the town was dotted with tents as people from far and wide gathered to hear the pope.

The pope reminded his audience of the importance of Palestine to Christians. It was the Holy Land, the place where Jesus had lived. Yet the Holy Land was not held by Christians. It was ruled by the Turks, who were Muslims. The Muslim Turks killed or imprisoned Christians who tried to visit shrines in the Holy Land.

The pope ended his speech with a call to war against the Turks. It would be a holy war, a **crusade**. The crowd cheered and shouted, "It is God's will."

The Crusades. As news of the pope's speech spread across Europe, thousands volunteered to fight. Many people set out alone or with a few friends and relatives. Most died of sickness before they ever reached Palestine.

The real army of the crusades gathered in France in 1096. This army included the best knights and the greatest nobles in Europe. When they reached the Holy Land, the crusaders used battering rams to break down the walls of Jerusalem. Above the noise, their voices could be heard shouting, "It is God's will." Finally, on July 15, 1099, the city fell to the Christians. The First Crusade had ended.

Despite constant attacks, the crusaders held Jerusalem until 1187. Then the Turks

Thousands of people took part in the First Crusade. Crusaders are shown here preparing to break down the walls of Jerusalem.



won back the city. Many more crusades followed, as Christians tried again and again to regain Jerusalem. In the end, however, Jerusalem and Palestine remained in the hands of the Turks. The Turks ruled the Holy Land for the next 400 years.

The Growth of Trade and Towns

In the Holy Land, the crusaders saw many goods that they had never seen before. They discovered cloth made from cotton, silk, and camel's hair. They marveled at ivory from India and Africa. Many tasted sugar, oranges, and apricots for the first time. They also learned how spices can keep food from spoiling.

Leaders in Trade. Many Europeans were eager to own the goods the crusaders saw in the Holy Land. Although trade between Europe and Asia had never completely stopped, it had slowed in the 800's and 900's. In the 1100's, it grew faster than ever before. The center of this growing trade lay in northern Italy.

Traders in northern Italy had begun making contacts with merchants in Southwest Asia even before the crusades began. As a result, cities like Genoa, Venice, and Pisa had won trading rights in Syria, Palestine, and North Africa. Trading rights gave a foreigner permission to trade in a particular country or city.

The Vikings also had trading rights in Southwest Asia before the crusades began. As early as the year 1000, Viking traders from Kiev in Russia were traveling regularly to the Black Sea and on to Constantinople. As a result of these contacts,



What sea did Viking traders cross on their way to Constantinople? What sea did Italian traders cross?

the Russians followed the teachings of the Eastern Orthodox Church in Constantinople rather than those of the Roman Catholic Church in Rome.

The Start of Manufacturing. To buy goods from Asia, many Europeans sold their extra grain. Others turned to manufacturing. For example, in Flanders, in what is today Belgium, the land was too poor to farm. So farmers there raised sheep for wool. The wool was then woven into fine cloth. People in Spain turned their iron into fine weapons. In Venice, artisans made colored glassware.

In some towns, artisans started special clubs called **guilds**. Goldsmiths belonged to one guild. Weavers belonged to another. Guild members made rules about



In a scene from a fair of the Middle Ages, a cloth merchant (center) counts a customer's coins. What other goods are being sold?

their work. For example, anyone who wanted to work as a goldsmith had to join the goldsmith's guild. A guild made rules for **apprentices**, those learning a trade. Other rules set prices and protected members in time of trouble.

Shopping at Fairs. As trade increased, so did the number of cities and towns. In the 1100's, many of these cities held special events known as fairs. Shoppers came to the fairs seeking Indian spices, Chinese silk, French wine, and Spanish swords. Many also came to sell goods they had produced. Others came to have a good time. Jugglers and musicians entertained the crowds in return for a few coins.

The Struggle between Kings and Nobles

Feudalism was a system of government that worked well as long as most people lived on manors. As more people moved

to towns and cities, a different kind of government slowly developed.

The Role of Towns. Early in the Middle Ages, nobles controlled most towns in Europe. They made the laws for these towns and appointed town officials. The nobles also made merchants pay for the privilege of passing through their lands.

As the townspeople gained wealth, they began to use it to win control over their own affairs. Most nobles had plenty of land but very little money. So they were willing to sell privileges to townspeople. Townspeople insisted that these privileges be written down. These written agreements were called **charters**. They listed a town's rights and privileges.

In some towns, nobles were unwilling to grant privileges. Then townspeople fought for their freedom. Many townspeople turned to a king or queen for help. Most rulers were eager to help. With

money they borrowed from the towns, they could hire their own soldiers. Rulers then no longer had to depend on the nobles for their armies.

The Role of Judges. Kings increased their power in other ways too. In England, kings sent judges to all parts of the country. The judges had power over both nobles and ordinary people.

When a judge came to a district, people suspected of crimes were brought before him. He would then choose "twelve good men and true" to tell him the facts of the case. Because these men had to swear to tell the truth, they were known as jurors. Both the word *juror* and the word *jury* come from a Latin word meaning "I swear."

Over the years, jurors did more than give facts. They began to decide whether the accused was guilty or not. Trial by jury became a part of English life. It was something that the English valued and were willing to fight to keep.

The Growing Power of Rulers. Over the years, kings and queens became more and more powerful. Some rulers used that power wisely, but others did not.

For example, in 1215, King John of England demanded huge sums of money from the people he ruled. Anyone who refused to pay was thrown into jail without a trial by jury. Many people in the kingdom were outraged. When a group of powerful nobles took up arms against John, the people of London cheered. King John was forced to back down.

On June 15, 1215, John met the nobles

at Runnymede, a broad, green meadow not far from London. There he signed a charter which became known as Magna Charta, or great charter.

Magna Charta said there were certain things that even a king could not do. He could not take away trial by jury. He could not raise taxes without the approval of an assembly made of nobles and church leaders. Later, this assembly included townspeople. In time, it became known as **Parliament**.

Feudalism was beginning to disappear in England. In time, it would die out everywhere in Europe. In its place, nations like those of today would arise.

To Help You Remember

1. (a) Describe two improvements in farming that took place in the years after 1066. (b) Name one way these improvements made life better.
2. (a) Why did Pope Urban II call for a crusade against the Turks? (b) What happened to the Holy Land after 1187?
3. (a) How did the crusades help trade grow? (b) Where was the center of this growing trade?
4. (a) Who started special clubs called guilds? (b) Name at least two rules that guild members made about their work.
5. (a) Describe two things townspeople did to win more control over their affairs. (b) Why were rulers eager to help these people?
6. (a) How did English judges decide the facts of a case? (b) Name two things that Magna Charta said even a king could not do.

Chapter Review

Words to Know

Complete each sentence with the correct term from the list below.

- | | |
|---------------|----------------|
| a. missionary | i. monk |
| b. crusade | j. lord |
| c. charter | k. nun |
| d. serf | l. manor |
| e. feudalism | m. knights |
| f. vassal | n. Parliament |
| g. pope | o. apprentices |
| h. guilds | |

1. In 1095, Pope Urban II called for a _____ against the Turks.
2. Each _____ was a small community.
3. Townspeople insisted that their rights be written down in a _____.
4. (a) A man who devotes his life to prayers and good works is a pope. (b) A woman who does the same is a _____.
5. (a) When a warrior swore an oath of loyalty to a king, the warrior became the _____ of the king. (b) The king in turn became the warrior's _____.
6. Every vassal had an army of trained soldiers called _____.
7. A person who teaches his or her religion to other people is called a _____.
8. A _____ could not leave the manor without the noble's permission.
9. In some towns, artisans started special clubs called _____.
10. Today the system of government that grew up during the Middle Ages is called _____.
11. When Gregory I became _____, or head, of the Roman Catholic Church, he did much to increase the power of the pope and that of the Church as well.

12. The Magna Charta said that an English king could not raise taxes without the approval of an assembly known as _____.
13. In the early Middle Ages, young men who were learning a trade were called _____.

Reviewing Main Ideas

Answer the following questions. They will help you see that life at the beginning of the Middle Ages was quite different from life later on. The page numbers tell you where to look in the text.

I. The Start of a New Age (pages 202-206)

1. What happened to the Roman Empire during the 400's?
2. What new languages developed during these years?
3. Name two things Pope Gregory did to unite Christians.
4. How did Charlemagne try to rule his empire?
5. What happened to Charlemagne's empire after his death?

II. Europe in 1066 (pages 208-210)

1. Why did kings and queens have to make agreements with warriors during the years of invasion?
2. What did rulers give warriors in return for these agreements?
3. In what kinds of communities did people live in 1066?
4. Give three reasons why the life of a serf was so hard.

III. A Time of Changes (pages 211-215)

1. How did changes in farming improve the lives of many serfs in the years after 1066?

2. Name three things people did during this time that showed how strong the Roman Catholic Church had become.
3. How did the crusades lead to the growth of trade?
4. How did the growth of towns help increase the power of kings and queens?

In Your Own Words

Choose one of the following topics to write about.

The way serfs lived during the Middle Ages
The way people were governed during the Middle Ages

If you chose to write about serfs, follow these steps. The page numbers tell you where to look in the text.

1. Write a paragraph that describes the way serfs lived in 1066. (pages 209–210)
2. Write a second paragraph that tells how their lives changed as farming methods improved. (page 211)

If you chose to write about government, follow these steps:

1. Write a paragraph that describes the system of government known as feudalism. (page 208)
2. Write a second paragraph that tells how government changed as trade increased and towns and cities grew. (pages 214–215)

Challenge!

Many poems, songs, and stories about legendary heroes come from the Middle Ages. One of those heroes was King Arthur, who lived around A.D. 500. He supposedly ate with his knights at a round table.

Use the library to find out more about the legend of King Arthur and his Knights of the

Round Table. Describe some of their adventures. What do they suggest about the qualities people of the Middle Ages admired?

Even today, orders of knighthood still exist in some countries. Find out where. Also look for the reasons people in those countries have been knighted. What do they suggest about the qualities people admire today? Are they the same as those admired by the people of the Middle Ages? What similarities can you find? What differences?

Things to Do

1. Pretend you are one of the following people living in western Europe around 1066:

a serf
a knight
a powerful lord or lady

Write a short report that tells how you might spend a day. If you wish, make drawings for your report. These topics will help you find additional information in the library or in an encyclopedia.

Middle Ages	manor
feudalism	castle
knight	serf

Compare your report with class members who did not choose the same topic. Discuss the different ways people lived during the Middle Ages.

2. During the Middle Ages, powerful lords and their ladies lived in castles. Use an encyclopedia or books in the library to find out more about castles. How and where were they usually built? What special features were included for protection? What purposes did castles serve in society? What was life in a castle like? List some countries where castles can be found today.



12

The Beginnings of Modern Europe

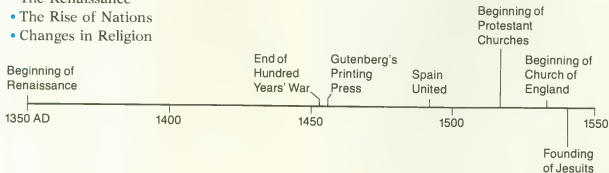
Europe in the 1400's looked much as it had 200 or even 300 years earlier. Knights still rode off to battle with brightly colored banners blowing in the breeze. The lord and lady of the manor still stood at the castle gates to wave farewell and urge their knights on to victory. Beyond the castle walls, people still worked in the fields.

Yet life was not the same. The people in the fields were not serfs but free men and women. War too had changed. Nobles and kings depended more on the skill of archers and on a Chinese invention called gunpowder. Lords and ladies spent less time on the manor and more in the city. For more and more people, the city, not the manor, was becoming the center of life. Slowly, the Middle Ages were ending and modern times were beginning.

As You Read

In this chapter, you will read about changes that took place in Europe as the Middle Ages came to an end. As you read, look for signs of those changes. The chapter is divided into four parts.

- New Opportunities
- The Renaissance
- The Rise of Nations
- Changes in Religion



New Opportunities

Throughout the Middle Ages, people lived and worked in groups. On the manors, in the monasteries, and in the guilds, Europeans obeyed the rules of their group. In return, the group protected them. Still it offered members few opportunities to get ahead.

During the 1300's, however, more and more people were eager to improve their lives. Some took advantage of the growth of trade and towns. Others made their own opportunities. Everywhere Europeans were leaving their groups and striking out on their own.

During the 1300's, towns grew faster than ever before.



Opportunities on the Manor

Serfs were among the first to strike out on their own. Some serfs won their freedom by opening new lands for farming. Other serfs saved enough money to buy their freedom. Still others ran away or fought for the right to be free.

In the 1300's, serfs in almost every part of Europe rebelled. Kings and nobles ruthlessly crushed these revolts. Still, they had to give in to at least some of the serfs' demands or risk more rioting later.

Little by little some serfs won their freedom. Then came a series of events that speeded up changes that might otherwise have taken hundreds of years to bring about.

In the early 1300's, Europe was hit by several years of heavy rains and flooding. Most families could survive one bad year. Few, however, could survive two or three in a row. Thousands died of hunger.

Then, in 1348, a terrible disease swept through Europe. It is known today as **bubonic plague**. People long ago called it the Black Death. It was a fitting name for a disease that killed about a third of all the people in Europe. In England, the death toll was even higher. About half of the English died.

So many serfs died that the nobles did not have enough workers. Rather than let their lands go to ruin, nobles hired runaway serfs. These serfs became paid workers. Other nobles gave their serfs more privileges. These events changed life on the manors everywhere in Europe.

Opportunities in the Cities

The manor was not the only place where old ways were disappearing. Life was also changing in the cities of Europe.

Early in the Middle Ages, the artisans in a town banded together in guilds. Merchants did the same. These guilds protected their members. Since guilds set prices, few people in a guild could get very rich. Still no one went hungry either.

During the 1300's, however, some people no longer wanted or needed the protection of a guild. They were eager to work on their own. The first to do so were merchants.

Many Italian merchants had made their fortunes bringing luxury goods from Southwest Asia to Europe. As trade grew, merchants in other European cities also became rich.

Some of these merchants were eager to **invest** money, that is, to use part of their money to make more money. They started factories in places where the guilds were weak. At other times, they simply took over a guild and ran it like a business.

A number of merchants grew very rich. One such merchant was Jacob Fugger (foog'èr) of Germany. He made his first fortune by selling cloth. When he died in 1409, Fugger left his family about \$250,000 in today's money.

Fugger's son and grandsons used that money to make more money. The family bought silver and copper mines. The Fuggers traded in silks, velvets, furs, spices, arms, and jewelry. They also started a bank with branches in a dozen cities. By 1527, the family was worth about one quarter of a billion dollars.



Jacob Fugger, a very wealthy merchant, talks with his bookkeeper.

The Fuggers lived much the way wealthy nobles had once lived. Indeed, many of their closest friends were nobles and kings. In earlier times, nobles had looked down on merchants. A marriage between a noble and a merchant family was almost unheard of.

By 1400, however, such marriages were not unusual. For example, the Medici (med'ə chē') family of Florence, Italy, made its fortune in trade. Yet Medici women married dukes, counts, even kings. Wealth, not birth, was becoming the path to power.

The Growth of Universities

Education was also becoming a way of getting ahead. The word *university* comes from the Latin word for guild. Most of the



Some universities of the Middle Ages were controlled by teachers. Others were run by the students themselves.

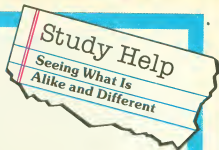
universities were teacher guilds. Some, however, like the University of Bologna (bə lōn'yə), were student guilds. There students hired and fired their teachers. A boring professor did not last long.

Earlier in the Middle Ages, few people could read and write. In fact, most people had little desire to learn. By 1300, however, students were flocking to universities for the same reasons they do today. After attending a university, a serf's son could become a doctor, a teacher, a merchant, a lawyer, or a king's advisor. He could enter the Church and perhaps rise from priest to bishop or even to pope.

Women had fewer opportunities to get an education. Still, some women in both Italy and Spain did attend universities. A few of these women went on to become teachers, lawyers, and doctors.

To Help You Remember

1. Describe three ways serfs got their freedom.
2. Describe two ways merchants in the cities used money to make more money.
3. How did universities help people change their position in life?



This chapter discusses changes that took place in Europe as the Middle Ages came to an end. One way to keep track of those changes is to make a chart. The chart will help you compare life in earlier times with the beginnings of modern times in Europe.

Use information from the chapter to complete the chart below. For each blank, write a sentence that tells how life changed as modern times began. The page numbers tell you where to look in the chapter. The first one has been done for you.

Life in Earlier Times

The Beginnings of Modern Europe

Serfs (page 220)

- | | |
|---|--|
| 1. Serfs obeyed the rules of the manor. | 1. In the 1300's, serfs in almost every part of Europe rebelled. |
|---|--|

Artisans and Merchants (page 221)

- | | |
|--|-------------------|
| 2. Artisans and merchants banded together in guilds. | 2. _____
_____ |
| 3. Nobles looked down on merchants. | 3. _____
_____ |

Education (pages 221-222)

- | | |
|------------------------------------|-------------------|
| 4. Few people could read or write. | 4. _____
_____ |
|------------------------------------|-------------------|

As you read the rest of the chapter, continue to look for changes that took place in Europe as modern times began.

The Renaissance

Around 1350, art, learning, and science started to flourish in parts of Europe. To many people, this was the beginning of a new golden age.

This period was not the first golden age in Europe. Greece had had one 1,900 years before. About 500 years later, Roman civilization had been at its height. Because this new golden age was something like earlier Greek and Roman periods, it is usually called the **Renaissance**. The word *renaissance* means "rebirth."

This sketch by Leonardo da Vinci gives a feeling of perspective, or depth.



Many Greek and Roman values were re-born in the Renaissance.

The Renaissance began in the great cities of northern Italy. From there, it spread to the other great cities of Europe.

Looking Back to Greece and Rome

In the early days of the Middle Ages, almost all education was religious education. Although a few people read Virgil and other Roman writers, they did so without much enthusiasm. After all, the early Romans were not Christian. Then, beginning in the 1300's, people began to look at these works in a new way.

The great writers of Greece and Rome had taken pride in their ability to think. They celebrated beauty in human beings and in nature. To Europeans in the 1300's, this was an exciting way of looking at life. Many were curious to learn more.

Art and Artists

Curiosity and enthusiasm for life were at the heart of the Renaissance. No one expressed that spirit better than an Italian named Leonardo da Vinci (lā 'ə nă'r'dō dō vin'chē). He was an artist as well as a scientist and inventor.

Leonardo. Leonardo was born in a small village just outside Florence in 1452. Like others during the Renaissance, he was interested in many things.

Throughout his life, Leonardo recorded his ideas and observations in notebooks. They are filled with sketches of plants, skeletons, and muscles. They also contain plans for cranes, tanks, pumps, and a

machine gun. He even studied the flight of birds, trying to figure out what made them fly. He then sketched a machine in which a person could soar through the air.

Leonardo used his studies of nature in his paintings. He also used his knowledge of mathematics. It helped him to create a sense of space in his paintings. He wanted to give people the feeling that they could walk into the painting. That feeling is called **perspective**.

Sculptors also tried to make their sculptures look more real. Like the Greeks and Romans, they looked at live models rather than pictures while they worked.

Michelangelo. Many of the most famous artists of all time lived during the Renaissance. Perhaps the most famous of these artists was Michelangelo Buonarroti (mī'kə lan'jə lō bwōn ə rōt'ē). He was born in 1475 in a mountain village in Italy.

Like many Renaissance artists, Michelangelo expressed human emotions in his work. His sculptures and paintings show feelings like anger, sorrow, and strength.

One of Michelangelo's best-known works appears on the ceiling of the Sistine Chapel in the Vatican in Rome. It covers 6,000 square feet (550 square meters) and is made up of 145 separate paintings. Each painting shows a scene from the Bible. It took Michelangelo 4 ½ years to finish. During much of that time, he worked flat on his back only inches from the ceiling.

A New View of Artists. Artists like Michelangelo and Leonardo changed the way people viewed painters and sculptors.

Early in the Middle Ages, people thought artists were no different than any other skilled worker. In fact, artists even had to join a guild to get work.

Painters belonged to the druggists' guild because of the way they mixed their paints. Sculptors belonged to the guild of stonemasons and bricklayers. People who wanted a sculpture or a painting went to one of these guilds and explained how they wanted the finished work to look. The guild then fixed a price and assigned an artist to the job. The artist had no say in the matter.

Many of Michelangelo's paintings in the Sistine Chapel show strong human emotions.



During the Renaissance, wealthy merchants, nobles, kings, and church leaders supported artists. Artists no longer had to worry about meeting the demands of a guild. They came to be seen as creators, inspired by their own genius. Michelangelo worked not only for the pope but also for the Medici family in Florence. Other artists also worked for wealthy people.

Literature and Writers

Writers also expressed the spirit of the Renaissance in their work. Some of them wrote poems in the style of the Greek poet Homer or the Roman poet Virgil. These Renaissance writers wrote in Latin.

In Don Quixote, Cervantes makes fun of knighthood but admires his hero's bravery.



Many writers, however, preferred to write in the language they spoke every day. Among them was an English writer named Geoffrey Chaucer. In the late 1300's, he wrote the *Canterbury Tales*. It is a series of stories about a group of travelers on their way to a religious shrine. These stories tell of real people with ordinary weaknesses and strengths.

Chaucer often poked fun at the people he wrote about, including himself. Other writers did the same. Miguel de Cervantes (mē gel' dē sar van'tēz'), a Spanish author, wrote *Don Quixote* (don kē hō'tē) in the 1500's. The hero fancies himself a knight and rides off on a broken-down horse to battle windmills with his sword.

Plays, too, reflected the spirit of the Renaissance. During the early Middle Ages, playwrights retold stories from the Bible. During the Renaissance, they also used legends, tales from Greece and Rome, and events from history in their work.

One of the greatest of these playwrights was William Shakespeare. He was born in England in 1564. Among his plays are stories of ancient Romans, people in love, and English kings. No writer has ever been so skilled at showing human emotion. His characters are so true to life that they seem as real today as they did over 400 years ago.

The Printing Press

Today people all over the world read Shakespeare's plays and chuckle over the adventures of Don Quixote. They can do so partly because of a Renaissance discovery, the printing press.

Printed books were not a new idea in the 1400's. The Chinese were printing books by engraving blocks of wood or metal with words and pictures as early as the 700's. By 1041, they had developed movable type. That is, they used a separate and movable piece of type for each letter or character. In this way, a printer could use the same letters over and over again in different combinations to form new words.

In 1456, Johann Gutenberg (yō'han güt'n bér'g) of Mainz in southern Germany produced the first book printed from movable type in Europe. It was a Bible. By 1500, there were printing presses throughout Europe and over 20 million books were in print.

The printing press made books more numerous and less expensive. Many more people could now read the works of great thinkers and writers.

To Help You Remember

1. Why is the golden age that began in Europe around 1350 usually called the Renaissance?
2. (a) How did Leonardo da Vinci express the spirit of the Renaissance?
(b) Who was perhaps the most famous artist during this period?
3. (a) How did people view artists during this period? (b) How did this view differ from earlier times?
4. (a) Name three writers who expressed the spirit of the Renaissance.
(b) What kinds of people did they write about in their works?
5. What invention allowed more people to read the works of great writers?



In this Renaissance print shop, a block of type is being pressed onto paper.

The Rise of Nations

Early in the Middle Ages, most Europeans lived in small communities shut off from the world. In those days, few people thought of themselves as Spanish, French, English, or Italian. By the 1400's, however, many people in Europe thought of themselves as part of a nation.

The Role of Rulers

Everywhere in Europe, kings and queens increased their power during the Middle Ages. Many rulers used that power to build nations.

Uniting England. English rulers were among the first to build a strong nation.

Isabella and Ferdinand's marriage and the joining of their armies helped unite Spain.



William of Normandy united England when he conquered the country in 1066. The rulers of England who followed him saw to it that the country stayed united. People turned to the English rulers for **justice**, or fairness under the law. These rulers enforced the right to trial by jury.

Uniting Spain. Spain was united by strong leaders too. These rulers did not conquer the country. Instead, they helped free it from Muslim rule.

The Muslims first invaded Spain in 711. Within a few years, they had conquered much of the country. Many Christians did not want to live under Muslim rule. So they set out to make Spain a Christian land again. The fight began in northwest Spain in the 1000's. Slowly, Christian armies moved farther south.

By the 1400's, the Muslims held only Granada in southeastern Spain. Then, in 1469, Princess Isabella of Castile in central Spain married Prince Ferdinand of Aragon, a kingdom in eastern Spain. They combined their armies and marched against Granada. In 1492, they won Granada. Muslims no longer ruled any part of Spain. Spain was now united under the rule of Ferdinand and Isabella.

Against a Common Enemy: Uniting France

The long years of fighting brought the Spanish people together. A war also helped unite the French.

Between 1337 and 1453, the French fought the English over and over again.

These struggles are known as the Hundred Years' War. Almost all of the fighting took place in France.

At first, the French saw the war as just one more struggle between kings. It had little to do with their own lives. As fighting continued, however, many French grew to hate the English. They wanted to save their country from English rule.

One of the people who wanted to save France was a 17-year-old farm girl. In 1429, Joan of Arc thought she heard voices from heaven. The voices told her that only she could defeat the English. She immediately set out to fight for France.

To a people weary of war and fearful of defeat, Joan of Arc seemed to be the answer to a prayer. The king gave her an army. The people of one town bought her armor. The people of another gave her a magnificent white horse.

In her shining armor, mounted on a white horse, Joan looked like a leader sent from heaven. Her first battle convinced even the most doubtful. She drove the English out of the city of Orleans. Her army then went on to one victory after another.

In 1431, the English captured her. The French thought she was a saint. To the English, she was clearly a witch. They tried her and found her guilty of witchcraft. They burned her at the stake that same year.

Although the English killed Joan of Arc, they could not destroy what she had stood for. Others went on to finish the fight she had begun. By 1453, the French had driven the English out of France.



Joan of Arc's courage and belief in the French cause inspired her people.

To Help You Remember

1. (a) In what kind of communities did most Europeans live early in the Middle Ages? (b) How did people see themselves by the 1400's?
2. (a) What ruler united England in 1066? (b) What did the English rulers who followed him do?
3. (a) Who was able to unite Spain in 1492? (b) What group of people were driven out of Spain?
4. (a) What helped unite the French people? (b) How did Joan of Arc help the people of France feel proud of their country?

Changes in Religion

During the 1500's, many people in Europe began to feel that they were part of a nation. This was a new idea in Europe. In fact, Europeans accepted many new ideas during the 1500's. They also began to question old ideas.

The First Protestant Churches

Many of the ideas Europeans began to question were religious. For over a thousand years, the Roman Catholic Church had been the main Christian church in

In the beginning, Martin Luther tried to work for change within the Catholic Church.



Europe. Now many people began to question the way it was organized.

Some people believed that church leaders were more interested in power than in religion. Others disagreed with some of the rules of the Catholic Church. Because these Christians *protested* many Catholic teachings, they came to be known as **Protestants**.

Martin Luther. One of the first Protestant leaders was a priest named Martin Luther. He taught religion at the University of Wittenberg in Germany. Like many early Protestants, he tried to work for changes within the Church.

In 1517, Luther wrote down his beliefs and nailed them to the church door at Wittenberg where all might read them. Among the ideas that Luther set forth was the belief that people ought to be able to study the Bible on their own. There was no need, he said, for priests to come between people and God. People should be able to talk with God directly.

Although the pope threatened to banish Luther from the Church for his beliefs, Luther continued to speak out. In those days, Germany was divided into many small states. Luther called on the rulers of these states to reform the Church within their own borders.

In 1520, the pope took more direct action. He gave Luther six days to burn his writings. Luther responded by burning the pope's letter. Soon after, the pope banished Luther from the Roman Catholic Church.

The Spread of Luther's Ideas. Luther now started to organize a new church, separate from the Roman Catholic Church. He wrote pamphlets explaining what that new church should be like. The pamphlets were written not in Latin but in German. Luther wanted all the German people, not just priests, to understand his ideas. For the same reason, Luther also translated the Bible into German.

Christians in many countries adopted Luther's ideas. Soon there were Protestant churches not only in Germany but also in Norway, Denmark, and Sweden.

The Spread of Calvin's Ideas. In other parts of Europe, people looked to other Protestant leaders for ideas about organizing a church. One of these leaders was a Frenchman named John Calvin.

Like Luther, Calvin too was banished from the Roman Catholic Church for his beliefs. He was also forced to leave France. He settled in the city of Geneva in Switzerland, where there were already many Protestants.

Calvin too had ideas about what a Protestant church should be like. In time, Calvin's ideas also spread to other countries. Calvin's followers in France were called **Huguenots**. In England, they were known as **Puritans**.

The Catholics Respond

Many Christians in Europe remained faithful to the Roman Catholic Church. These men and women were disturbed by the number of people who were becoming Protestants. They wanted those Protestants to return to the Catholic faith.

In some parts of Europe, these Catholics tried to stop the new churches by punishing Protestants. Other Catholics tried to reform the Church from within. They changed many of the practices that Protestants had objected to.

Still other Catholics devoted their lives to helping people better understand the teachings of the Church. Among them was Ignatius Loyola (ig nā'shās loi ō'lə), a young Spanish knight. Loyola turned to the Church after he was wounded in battle. During his long and painful recovery, he read about the lives of the saints. He then decided to become a soldier for his religion.

John Calvin was the leader of the Protestant movement in Switzerland.





Loyola received the permission of Pope Paul III to begin the Society of Jesus.

Loyola spent the next 11 years studying and preparing for his new career. In 1540, the pope started an order of priests called the Society of Jesus. Loyola was its first general, or leader. The aim of the new group was to spread the Catholic faith. Its members later became known as **Jesuits**.

The Jesuits started many schools and universities. There they taught young people to be good Catholics. They also worked as missionaries in Protestant countries. The Jesuits won back many people who had left the Roman Catholic Church earlier. They did not win back everyone, however.

The Struggle for Freedom of Worship

For thousands of years, their religion had been very important to Europeans. People of faith were sure that theirs was the only true religion. Often they punished anyone who did not agree.

In Catholic countries, Protestants suffered. In Protestant countries, Catholics suffered. Protestants even punished other Protestants if their beliefs differed.

Everywhere in Europe, Jews suffered because of their religious beliefs. Sometimes a ruler would banish Jews if they refused to become Christians. In Spain, for example, Jews had to become Catholic or leave the country. Thousands fled rather than give up their religion. Some stayed, pretending to be Christians. If they were found out, they were killed.

Many rulers thought it was their right to tell people what to believe. If a ruler was Catholic, all the people in the country had to be Catholic. If that ruler took up a new religion, the people had to adopt it. Those who did not were punished.

In England, for example, in 1534, King Henry VIII decided to break away from the Catholic Church. He started a new church called the Church of England. He ordered everyone in the country to join the new church. Those who refused were killed or had their land taken away. Others believed that kings and queens had the right to tell people how to worship. So they followed the king's lead.

Henry had three children who became rulers. Edward VI was the first to become king. He was a Protestant. So he tried to make the Church of England more like



After Henry VIII came to power in 1509, he declared England a Protestant country.



Elizabeth I, often called Queen Bess, was a Protestant ruler like her father.

the Protestant churches in other parts of Europe. His step-sister Mary ruled England next. She was a Catholic. So she tried to win the English back to the Catholic Church. After Mary came Elizabeth. Like Edward, she was a Protestant. While she ruled England, everyone was required to attend the Church of England.

Yet punishments, torture, even the threat of death did not stop people from following their religion. People slowly came to understand the right of other people to worship as they please. It would, however, be many years before people anywhere in Europe accepted that idea. In the meantime, religious differences divided countries again and again.

To Help You Remember

1. (a) Who was Martin Luther? (b) Describe one of the beliefs that he preached. (c) To what countries did his beliefs spread?
2. (a) Who was John Calvin? (b) To what countries did his beliefs spread?
3. (a) Who were the Jesuits? (b) What work did they do?
4. (a) Why did people of one faith punish those who followed a different faith? (b) What right did many rulers feel they had?
5. (a) What church did Henry VIII of England start? (b) How did the religious beliefs of each of his three children affect the people of England?

Chapter Review

Words to Know

Complete each sentence with the correct term from the list below.

- | | |
|----------------|-------------------|
| a. Renaissance | f. bubonic plague |
| b. Protestants | g. Huguenots |
| c. Puritans | h. Jesuits |
| d. perspective | i. invested |
| e. justice | |

1. People who protested many Catholic beliefs came to be called _____.
2. (a) In France, followers of John Calvin were called _____. (b) In England, Calvin's followers were called _____.
3. Through their work as missionaries, the _____ tried to win back many people who had left the Catholic Church.
4. The terrible disease that swept through Europe during the Middle Ages is called the _____.
5. Curiosity and enthusiasm for life were at the heart of the _____.
6. Leonardo da Vinci and other Renaissance painters used _____ to show distance in their paintings.
7. Merchants _____, or used money hoping to make more money.
8. By treating people fairly under the law, English rulers provided _____.

Reviewing Main Ideas

Great changes took place in Europe as the Middle Ages came to an end. Read each of the following sentences. Decide whether it describes (a) life in the early Middle Ages, (b) life in Europe as modern times began.

1. People thought artists were no different than any other skilled worker.

2. Many people in Europe thought of themselves as part of a nation.
3. Many people began to question the way in which the Catholic Church was organized.
4. Serfs everywhere lived on manors and obeyed the rules of the manors.
5. Nobles looked down on merchants.
6. All education was religious education.
7. Playwrights used legends, tales from Greece and Rome, and events from history in their works.
8. Artisans in towns banded together and formed guilds.

In Your Own Words

Use information from the chapter to complete the following paragraph.

As modern times began in Europe, many changes took place in the way people felt about themselves and the world around them. _____

Include in your paragraph information about two of the following topics from the chapter. The page numbers tell you where to look.

- Serfs (page 220)
- Artisans and Merchants (page 221)
- Art and Artists (pages 224–226)
- Literature and Writers (page 226)
- The Rise of Nations (pages 228–229)
- Religion (pages 230–233)

Challenge!

Imagine that you witnessed Joan of Arc's trial. Write an account that describes how people in England reacted to the verdict. Then write a second account from the French point of view.

Keeping Skills Sharp

The map below shows the spread of Protestant churches during the 1500's. Study the map carefully and answer the questions that follow.

1. Find the German states shown on the map.
(a) In what part of Germany were most

people Lutheran? (b) In what part were most people Catholic?

2. Name two countries that were Catholic.
3. To what church did people in Norway, Sweden, and Denmark belong?
4. (a) To what church did most people in France belong? (b) To what church did most people in England belong?

The Spread of Protestant Churches in the 1500's

Protestant Churches

- Lutheran Churches
- Calvinist Churches
- Church of England

Roman Catholic Church

-
- Boundary of the Holy Roman Empire





13

Europeans on the Move

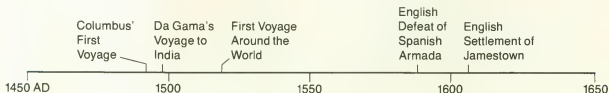
Europeans, like people everywhere, have always wondered what lay over the mountains or across the ocean. To find out, people had to travel or explore. Until the late 1400's, however, few were willing to venture far from home. In those days, people called the Atlantic Ocean the "Sea of Darkness." They believed it was home to great monsters that dragged ships down and ate those on board.

Yet, by the end of the 1400's, many Europeans were sailing bravely into the unknown with little more than a compass to guide them. They were gambling their lives on finding new trade routes, new lands, and new wealth. Many lost their gamble. Others succeeded beyond their wildest dreams. These early explorers did far more, however, than just discover new lands or expand trade. Their voyages changed people's ideas about themselves and the world.

As You Read

This chapter is divided into three parts. As you read, look for ways the voyages of early European explorers changed life in all parts of the world.

- Europeans Go Exploring
- Building Empires
- The Results of Exploration



Europeans Go Exploring

For hundreds of years, Europeans had been buying goods from Asian countries like India and China. Yet most Europeans knew little about Asia because they did not trade directly with the Indians or the Chinese. They bought silks, spices, and other treasures from Italian traders. Italian traders, in turn, bought these goods from Muslim merchants in the markets of Southwest Asia.

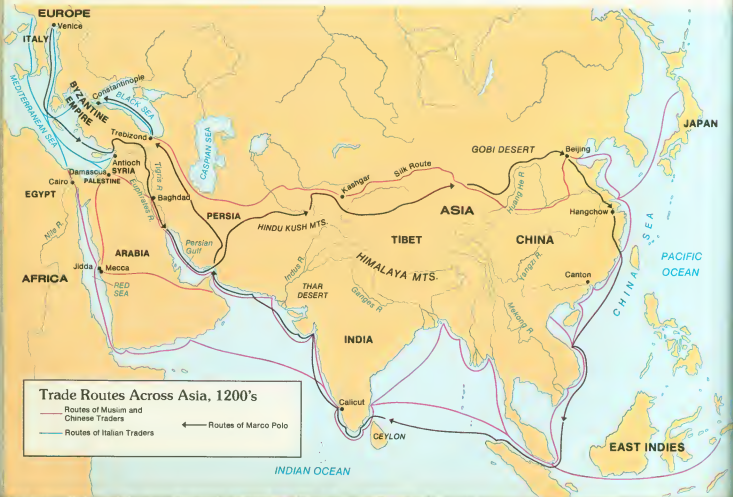
By the 1200's, however, many Europeans were eager to see China and India for

themselves. In those days, the only known route lay across the mountains and deserts of central Asia. Even today it is a long and dangerous journey.

Marco Polo in East Asia

During the Middle Ages, a few Europeans visited China in spite of the risks. Some were missionaries who hoped to teach their religion to the Chinese. Others were merchants. The most famous of these

Trace the overland route taken by Marco Polo to reach China. Why were Europeans interested in finding a shorter route to China?



early merchants was a young man from Venice, Italy.

In 1271, Marco Polo went to China with his father and uncle. Seventeen years later, they returned to Venice with a fortune in silk, ivory, and jewels.

Marco Polo later wrote a book about their adventures. In this book, he told of cities with palaces made of gold and islands where spices grew like weeds. The book filled Europeans with the desire to see the treasures of Asia for themselves. Some began to search for a faster and safer route.

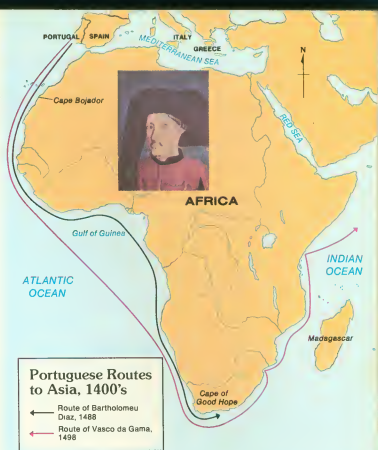
The Portuguese Push South

Among the first to seek a better route to Asia was Prince Henry of Portugal. He believed it was possible to reach Asia by sailing around Africa. In the early 1400's, no one in Europe knew if he was right. People did not even know how large Africa was. The only way to find out was to explore the route.

Prince Henry first learned all he could about mathematics, navigation, and map-making. He hired the best teachers in all of Europe. They taught not just the prince but his sea captains as well.

Prince Henry then began to send out ships. In 1419, one of those ships reached Madeira, a group of islands off the coast of Morocco. For 15 years, Prince Henry's sailors refused to go much farther south. They had heard that beyond Cape Bojador (bōj ə dōr) man-eating monsters waited on the rocks for passing ships.

Prince Henry refused to give up. He sent ships out again and again. Finally, in



Prince Henry's ships explored the West African coast. Where is the Cape of Good Hope?

1434, one of these ships rounded the cape. To the sailors' surprise, they found only a calm bay filled with fish. From then on, each ship Prince Henry sent out went a little farther south than the one before it.

Prince Henry died in 1460, but the voyages continued. By 1488, Bartholomeu Dias (bār'tū lū me'tū dē'ās), a Portuguese sea captain, reached the Cape of Good Hope, the southernmost tip of Africa. He proved that it was possible to sail around Africa. Prince Henry's plan had worked.

Ten years later, in 1498, Vasco da Gama (vā'skō də gā'mə), another Portuguese

captain, sailed around Africa and then headed east across the Indian Ocean to India. Nearly 40 years after Prince Henry's death, the Portuguese had found an all-water route to the treasures of Asia.

Columbus Goes West

While the Portuguese were searching for a route around Africa, another explorer had a different idea. The name of the explorer was Christopher Columbus.

As a young boy, Columbus lived in the great trading city of Genoa, Italy. He dreamed of becoming a sailor. When he was 14, his dream came true.

After spending years sailing on the Mediterranean Sea, Columbus went to

Portugal to live. There he made maps and charts. He also read all he could about sailing and about different routes to Asia. As he read, he came up with the idea of a new way of reaching the East.

Columbus read in Marco Polo's book that an ocean lay to the east of China. Since the earth was round, Columbus was sure that the ocean Marco Polo described was the same one that bordered Europe. Therefore, a ship could reach China by sailing west across the Atlantic Ocean.

Columbus did not have enough money of his own to try out his idea. So he asked the king of Portugal to help him. The king refused. So did the kings of England and France. Then, in 1492, Queen Isabella and King Ferdinand of Spain agreed to help

As a youth, Columbus learned to handle oars and sails on ships in Genoa.

Where did Columbus' voyage begin? Where did he land after crossing the Atlantic?

Columbus' Route to the Americas, 1492



Columbus. They hoped to get rich on trade with the East.

Shortly after sunrise on August 3, 1492, Columbus left Spain with a crew of 90 men and 3 small ships, the *Pinta*, the *Nina*, and the *Santa Maria*. More than two long months later, on the morning of October 12, a lookout on the *Pinta* caught sight of land. He called out, "*Tierra! Tierra!*" ("Land! Land!").

Columbus believed that he had reached the Indies, a group of islands off the southeast coast of Asia. For that reason, he called the people he met Indians. It is a name people still use, even though Columbus was not anywhere near the Indies. He had landed on San Salvador, an island in the Caribbean Sea.

Altogether, Columbus made four voyages westward from Spain. Each time he explored more islands and even a part of the coast of Central America, but he never found the treasure he was looking for. In 1506, he died, still believing he had found a western route to Asia.

The Search Continues

Other explorers joined the search for a western route to the Indies. They too sailed into every bay and up every river as they looked for signs of the great cities Marco Polo had described.

A New Map of the World. Amerigo Vespucci (ə mār'ī gō ve spū'chē), an Italian trader, went along on a few of these voyages. He was eager to see the lands Columbus had explored. His first trip was in 1497. His last trip was ten years later, in 1507.

In his travels, Vespucci noticed many plants and animals he had never seen or heard of before. He knew they did not exist in Asia. To Vespucci, the plants and animals seemed proof that the western lands were a "new world," not a part of Asia.

A German mapmaker later drew the continent as Vespucci described it. He named it America in the Italian's honor. When Europeans realized that America was not one continent but two, they simply called the two continents North America and South America.

A Route around the Americas. Once Europeans realized that two large continents blocked the way to Asia, explorers began looking for a route around the Americas. English, French, and Dutch explorers searched for a northwestern route to Asia. Although they never found one, each of their countries claimed much of North America as a result of these early voyages.

Other explorers sailed south looking for a route around the Americas. Ferdinand Magellan (fərd'n and mə jəl'ən) was a Portuguese explorer who worked for Spain. In 1519, Magellan led 5 ships and a crew of 270 men along the eastern coast of South America. When they reached the southernmost tip of the continent, they entered a narrow, twisting strait that now bears Magellan's name.

It took Magellan and his crew 38 days to sail through the stormy and dangerous waters of the strait. They then found themselves in the midst of an ocean so calm that Magellan named it the Pacific, from a Latin word meaning peaceful.



Sailing the Spanish ship Victoria, Magellan led the first voyage around the world. Where is the Strait of Magellan located?

Fearful of what lay ahead, the captain of one ship refused to go on. He and the ship's crew turned back and sailed home to Spain. The four remaining ships sailed bravely into the Pacific Ocean.

In March of 1521, the ships reached the Philippines, a group of islands off the coast of Asia. Magellan was killed there in a fight with the islanders. His crew buried him and continued the voyage. They stopped briefly in the Indies for spices and then sailed home around the tip of Africa.

In 1522, three years after the journey began, one badly leaking ship with 18 men aboard returned to Spain. Magellan's crew had found a western route to Asia. They also became the first explorers to sail all the way around the world.

To Help You Remember

1. Why did most people in the Middle Ages know very little about Asia?
2. (a) How did Prince Henry of Portugal think Asia could best be reached? (b) Name the two explorers who proved he was right. (c) What did each do?
3. How did Columbus think Asia could best be reached?
4. (a) What did Amerigo Vespucci notice when he visited the lands Columbus had explored? (b) What did Vespucci's findings lead him to believe about the western lands?
5. (a) Describe the route that Magellan and his men followed. (b) Why is the voyage of Magellan's crew still remembered today?

Building Empires

Until the late 1400's, Italian and Muslim merchants controlled trade between Europe and other continents. By 1500, they had competition. At first, that competition came mainly from Portugal.

Portugal's Eastern Empire

Throughout Asia and Africa, Portuguese merchants forced out Muslim traders. Lisbon, the capital of Portugal, became the center of trade with the East. It was also becoming the center of a great empire.

By the early 1500's, the Portuguese had trading posts on dozens of islands and all along the coasts of Africa and Asia. A few were in large cities. Most, however, were little more than villages surrounded by tall fences. The only Portuguese who stayed in these settlements were merchants or soldiers.

Portugal's empire lay almost entirely in the eastern half of the world. The Portuguese had very little interest in the Americas. The only land they claimed there was Brazil. In 1500, a Portuguese fleet headed for Asia was blown off course by strong winds. Pedro Cabral (pě'drō kə brāl'), the fleet's commander, found himself off the coast of South America. He landed briefly and claimed the area for Portugal.

For many years, Portugal did little about its claim in Brazil. The Portuguese empire in Asia and Africa was far more profitable. Yet, from the start, that empire was a difficult one to keep.

The Portuguese did not actually grow the spices or mine the gold they shipped

back to Portugal. Africans and Asians owned the mines and the spice trees. The Portuguese were simply traders. As traders, they could be replaced as easily as they had replaced the Muslims. Also a voyage from Portugal to India took from six to eight months to make. It was at best a rough and miserable trip. Less than half of the people who made the voyage returned home.

Spain's Western Empire

While the Portuguese were building an empire in the East, the Spanish looked west to the Americas. From the start, the empire they built in the Americas was very different from the Portuguese empire in Africa and Asia.

The Portuguese army fought for trading rights. The Spanish fought for the land itself and the right to rule the people who lived on that land. They sent settlers as well as traders and soldiers to their colonies. A **colony** is a settlement or group of settlements ruled by people in a distant land.

Spain's first colonies were on the islands Columbus had explored. Then, in the early 1500's, the Spanish invaded North and South America. They conquered many rich empires there. By the end of the 1500's, treasure ships loaded with gold and silver regularly traveled from the Americas to Spain. Those treasure ships made Spain even richer than Portugal. In fact, Spain became the richest country in all of Europe.



By the 1500's, Spain and Portugal had many settlements. Where were most of Spain's settlements? Where were most of Portugal's?

Challenging Portugal and Spain

As other European countries watched Spain and Portugal grow richer and richer, many looked for ways to get their share of the wealth. In the late 1500's, they saw their chance.

Spain and Portugal had grown rich too quickly. Treasure from Asia, Africa, and the Americas ruined industries at home. Also both countries were constantly quarreling with one another over trading rights and land claims.

In 1580, Spain conquered Portugal. The king of Spain then ruled Portugal's empire as well as Spain's. The people of Portugal never accepted Spanish rule.

They continued to fight for their independence, but they did not win it back until the year 1640.

Pirates and Sea Dogs. One of the first rulers to take advantage of the quarrels between Spain and Portugal was Queen Elizabeth I of England. She became queen in 1558.

Even before Elizabeth became queen, England and Spain had been at odds. Secretly, Queen Elizabeth was anxious to put the Spanish in their place. So she backed any English sea captain willing to attack the Spanish treasure ships. The Spanish called these sea captains pirates.

The English proudly called them **sea dogs** because they roved the seas hounding Spanish treasure ships.

The most famous of the sea dogs was Francis Drake. From 1567 to 1596, he attacked Portuguese and Spanish treasure ships throughout the world. He even raided Spanish ports in the Americas. His most daring adventure began in 1577. That year the queen asked him to explore the Pacific Ocean.

Drake was gone for three years. In that time, he sailed completely around the world. Along the way, Drake captured several Spanish treasure ships and raided towns all along the Pacific coast of the Americas. He even picked up a load of spices on his way home.

The queen was so pleased with Drake's efforts that she made him a knight. King Philip of Spain was outraged. He demanded that Drake be punished, not rewarded. Instead, the queen continued to encourage sea dogs like Drake.

The Growing Power of the English. King Philip prepared to invade England. In 1588, he sent out an armada. An **armada** is a fleet of warships.

The Spanish Armada was made up of 130 ships, weighing a total of 58,000 tons (52,200 metric tons). On board were 30,000 men and 2,400 cannons, muskets, and other weapons. It was the most powerful force ever to put to sea. When the armada sailed into the English Channel, it was met by 200 English ships. The English ships were lighter, smaller, and faster.

Sir Francis Drake led the English. They



Sir Francis Drake was knighted by Queen Elizabeth I aboard the Golden Hind in 1581.

attacked the huge Spanish vessels one by one. When the battle ended, about half the Spanish fleet had been destroyed.

England's victory over Spain encouraged the queen to build an empire overseas. In 1600, Elizabeth gave a group of English merchants permission to trade in India. The merchants joined together to form the English East India Company.



Sir Francis Drake led the small swift ships of the British fleet against the mighty Spanish Armada.

Within a few years, the company had several trading posts in India.

The Growing Power of the Dutch. The Dutch were also eager to take advantage of quarrels between Spain and Portugal. In 1595, the first fleet of Dutch trading ships arrived in India. By 1601, an additional 15 fleets had pulled into Asian ports. The next year, the Dutch government gave a group of traders known as the Dutch East India Company the right to trade with the East Indies.

By 1619, the company was taking over one Portuguese trading post after another, including those on the East Indies. By 1638, the company was helping the Japanese overthrow the last Portuguese fort in Japan. As a reward, Japan allowed the Dutch to trade in their country.

The Dutch also started a colony in Africa near the Cape of Good Hope. They conquered several Spanish islands in the Caribbean Sea and along the coast of South America. They even ruled Brazil for a time.

A Late Start for France. At first, the French were not as interested in building an empire as the English or the Dutch. They were busy with problems closer to home. Still the king of France did not want to be completely left out of the race for colonies. So in 1664, he also set up an East India Trading Company. It quickly established a trading post on the south-east coast of India.

To Help You Remember

- (a) Where was most of Portugal's empire located? (b) What kinds of settlements did the Portuguese build there?

- (a) Where did the Spanish build an empire? (b) What kinds of settlements did the Spanish build there?
- (a) Why did Philip of Spain send a Spanish fleet to England in 1588? (b) What did England's victory encourage Queen Elizabeth to do?
- (a) Whose trading posts did the Dutch fleet take over beginning in 1595? (b) Name three of the places in which these trading posts were located.
- (a) Why was France not interested in building an empire at first? (b) Where did the king of France establish a trading post in 1664?

By the late 1600's, the Dutch, French, and English also claimed many parts of the world. Where were many of their claims located?



Study Help

Using Latitude and Longitude

By the late 1500's, mapmakers were showing Africa, Asia, North America, South America, and Europe on their maps. They were also showing longitude and latitude.

Like today, during the 1500's every country used the equator as a starting point for measuring latitude. Each country, however, had a different starting point for measuring longitude.

In France, people used a line that ran through Paris. Other countries also used the line of longitude that ran through their capital cities. It was not until 1884 that the countries of the world met to solve the problem. They decided that the line of longitude that passes through Greenwich, England, would be 0° longitude, or the prime meridian.

Study the map. Then answer the following questions.

1. (a) What is the southernmost city shown on the map? (b) Give its latitude and longitude.
2. (a) What is the northernmost city shown on the map? (b) Give its latitude and longitude.
3. Find Bogota on the map. It is the capital of Colombia. What is its latitude and longitude?
4. New Delhi is the capital of India. Find it on the map. What is its latitude and longitude?
5. What is the latitude and longitude of Paris, France?
6. Name the city that is located at approximately 35° S, 150° E.
7. What is the latitude and longitude of Cairo, Egypt?
8. What is the latitude and longitude of Washington, D.C.?
9. What city is located at 65° N, 165° W?
10. Name the city located at 60° N, 30° E.
11. Which city is farthest east? (a) New Delhi (b) Shanghai (c) Manila
12. Which city is farthest west? (a) Chicago (b) Portland (c) Nome
13. Which city is farthest north? (a) Nome (b) Leningrad (c) Stockholm
14. Which city is farthest south? (a) Cape Town (b) Melbourne (c) Rio Gallegos

Cities around the World



The Results of Exploration

In the 1500's and 1600's, Europeans traveled to almost every part of the world in their search for spices, jewels, and other trade goods. As trade grew, ways of life in all parts of the world began to change.

Finding New Homes

Wherever Europeans traded, they built settlements. At first, very few Europeans made their homes in these settlements. They were little more than trading posts. People came to work there for a few years

and then went home. In time, however, Europeans built more lasting settlements in some parts of the world. This was especially true of the Americas.

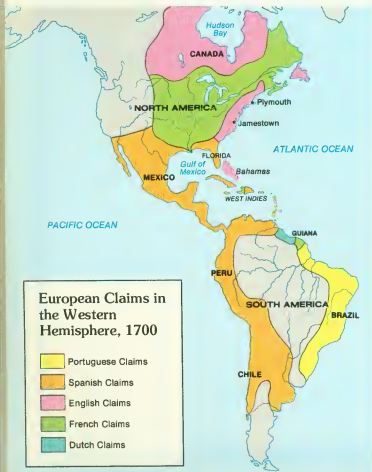
The Spanish built the first colonies in the Americas. By the 1700's, many other countries had colonies there as well. Most of these colonies were in the Caribbean Sea. Others lay along the coasts of both North and South America.

The English, for example, started several colonies along the east coast of North America. The first successful English settlement was at Jamestown, Virginia, in 1607. The second was at Plymouth in what is now Massachusetts in 1620. By 1700, about 250,000 people lived in the English colonies along the eastern coast of North America.

Many Europeans came to the Americas in search of religious freedom. Among them were the Protestants who founded Plymouth Colony and the Catholics who started Maryland. Jews settled in every colony from Brazil in the south to the English colonies in the north.

Other Europeans came to live in the Americas for different reasons. An early English settler summed up those reasons when he wrote, "In Europe, land is scarce and workers are plentiful. In Virginia, land is plentiful and workers are scarce."

Jamestown was named after King James I of England. Where is Jamestown located?



The Slave Trade

Not everyone who came to a new land in the 1500's and 1600's came willingly. Millions of men, women, and children came

in chains. They were Africans who had been captured and forced into slavery.

Slavery had existed for thousands of years. Even in ancient Greece and Rome, people captured in war became slaves. The same was true in Asia, Africa, and the Americas. There were slaves on every continent. During the 1600 and 1700's, however, the number of slaves increased as never before.

In South America and the Caribbean, wealthy Spanish landowners needed workers for their ranches and plantations. At first, they forced Indians to do the work for them. By the early 1500's, however, there were very few Indians left, especially in the Caribbean.

Some Indians died fighting for their freedom. Many more died of diseases the newcomers brought to the Americas. As more and more Indians died, the Spanish began to buy African slaves from Portuguese and later Dutch and English traders.

About 20 million Africans were shipped to the Americas before the slave trade ended in the early 1800's. In the Americas, these Africans worked in the mines. They also cleared thousands of acres of land for farming. They planted and harvested cotton, tobacco, coffee, and sugar.

Unlike slaves in earlier times or in other parts of the world, African slaves in the Americas had no rights at all. Everywhere slave owners were allowed to use or punish their slaves in any way they chose.

The slave trade hurt more than just those who were forced into slavery. All of Africa suffered. Families were torn apart. Groups that had lived in peace for

hundreds of years began to raid one another's villages to get more slaves to sell.

As early as 1526, a few African rulers tried to stop the slave trade. Affonso, the king of the Congo, wrote to the king of Portugal, "We cannot reckon how great the damage is, since every day merchants are taking our people, sons of our noblemen, and our relatives. It is our will that in our kingdom there should not be any trade of slaves."

Yet, by 1526, it was already too late to stop the slave trade. Many European merchants would not buy anything else from Africans. If Africans wanted goods from other parts of the world and many did, they had to take part in the slave trade.

Thousands of African slaves died on their voyage to the Americas.





African farmers began growing corn in the 1600's. They still do today.

Exchanging Products and Ideas

As people moved to distant lands, they met other people who had ideas and customs different from their own. They also learned about hundreds of new foods and products.

Some of these products were bought and sold in marketplaces around the world. From Asia came not only porcelain, silks, spices, and precious jewels but also cotton, sugar cane, tea, and coffee. From the Americas came cocoa, rubber, and pineapples. From Africa came ivory, gold, and later diamonds.

Other goods and ideas traveled in more roundabout ways. A sailor might taste a new fruit or vegetable in a distant port. If he liked it, he might tuck away a few seeds to share with people back home. Some ships carried live hogs to provide

food on long voyages. Often sailors traded these animals for other goods. At other times, the animals got left behind by accident. Either way, it was not long until people who had never seen a hog before had a new source of food.

By the 1600's, these new foods were changing people's diets throughout the world. African and European farmers were planting corn and potatoes. Both were American crops. Corn was also grown on the banks of the Euphrates River in Southwest Asia and in the fields around Jerusalem.

At about the same time, Chinese farmers were planting yet another American crop, sweet potatoes. By 1600, the Japanese were growing sweet potatoes too. Potatoes and corn saved thousands of lives in Europe, Asia, and Africa. Corn and potatoes grow well even when other crops fail. Also a farmer could grow enough potatoes to feed two people on land that would produce enough wheat for only one.

Until the 1400's, there were no cattle, sheep, goats, pigs, chickens, or horses in the Americas. Then, in 1493, Columbus brought these animals to the Caribbean. Later, Spanish settlers brought them to the mainland of both continents.

By the 1500's, Indian families in South America were raising chickens. They were also weaving sheep's wool into cloth. Horses ran wild in both North and South America. Indians on both continents were learning to tame those horses. As they did so, their way of life began to change. On the Great Plains of North America, for example, many groups gave up farming



Columbus brought horses to the Americas in 1493. Their arrival changed life on the grasslands of North America.

and hunted all year long. They could do so only because of the horse.

Ideas also spread from place to place. Wherever Europeans journeyed, they brought their religion. By the 1600's, many people in Asia, Africa, and the Americas had become Christian. In Europe, people began to read Confucius and other Chinese writers. They also collected American, African, and Asian art.

Inventions quickly spread from place to place as well. By the 1600's, the Japanese were making European-style guns. Europeans were moving goods with Chinese wheelbarrows. Everywhere life was a little different than it had been before Europeans went exploring.

To Help You Remember

1. In what part of the world did many Europeans build lasting settlements?
2. (a) What group of people did not come to these new lands willingly? (b) How did the capture of these people affect the land they came from?
3. Name two American crops that changed diets all over the world.
4. (a) What animals did Columbus bring to the islands of the Caribbean? (b) How did the arrival of horses change the way some people lived on the grasslands of North America?
5. Name three things besides food and animals that spread from place to place as a result of exploration.

Chapter Review

Words to Know

1. What is a *colony*?
2. Who were the *sea dogs* and what did they do?
3. What is an *armada*?

Reviewing Main Ideas

During the years of exploration, one event often led to another. Describe at least *two* events that took place as a result of each event listed below. The page numbers tell you where to look in the text. The first one has been started for you.

1. Prince Henry of Portugal looked for a route to Asia around Africa. (pages 239–240)
In 1488, Bartholomeu Dias, a Portuguese sea captain, reached the southernmost tip of Africa.
2. Columbus tried to reach Asia by sailing west. (pages 240–241)
3. Explorers began looking for a route around the Americas. (pages 241–242)
4. In the late 1400's, Portuguese merchants forced Muslim traders out of Asia and Africa. (page 243)
5. In the early 1500's, Spain invaded North and South America. (page 243)
6. Other European countries looked for ways to share in the wealth discovered by Spain and Portugal. (pages 244–247)
7. Wherever Europeans traded, they built settlements. (page 250)
8. Millions of Africans were captured and forced into slavery. (pages 250–251)
9. During the 1500's, many people moved to distant lands. (page 252)
10. Spanish settlers brought a variety of animals to the Americas. (page 252)

In Your Own Words

Write a paragraph that tells how the voyages of European explorers changed life in *one* of the following places:

Africa
The Americas
Asia (China and Japan)
Europe

Choose at least *two* of the following topics to include in your paragraph:

food and products	inventions
religion	animals

Challenge!

In the late 1400's, Columbus set out to find a western water route across the Atlantic Ocean to Asia. He never found that route, but his voyage changed history. Today people are exploring a new frontier, outer space. Like Columbus, these modern-day explorers are not sure what they will find. How might their journeys change history? What characteristics do you think modern-day explorers share with the explorers of the 1400's and 1500's? How is modern exploration different?

Things to Do

Make a map that shows the route of *one* of the following explorers:

Marco Polo
Bartholomeu Dias
Vasco da Gama
Christopher Columbus
Ferdinand Magellan

Use the maps in this chapter to help you.

Unit Review

Take Another Look

1. (a) Why is the term *Middle Ages* a fitting name for the age that began in Europe around A.D. 400? (b) Approximately how many years did this age last?
2. (a) To what church did most people of Europe belong in 1066? (b) Why did Martin Luther establish the Protestant Church during the early 1500's?
3. (a) Describe the hard lives of serfs in 1066. (b) Name two ways their lives had changed or improved by 1400.
4. (a) How did the growth of towns increase the power of rulers around 1100? (b) What did rulers use their new power to build?
5. (a) How did people view artists during the early Middle Ages? (b) How did this view change during the Renaissance?
6. (a) How did most people of Europe feel about travel and exploration before 1400? (b) Name at least two reasons why Europeans went exploring in the late 1400's.
7. (a) Name two ways the Portuguese empire differed from the Spanish empire. (b) Name three countries that challenged the power of the Spanish and Portuguese.
8. Name at least three ways the voyages of exploration changed the way people lived all over the world.
9. (a) Who were the people that moved into the Roman Empire after the fall of Rome? (b) Where did they come from?
10. (a) What events opened new opportunities for serfs in the 1300's? (b) How did life change for many merchants in the 1300's?
11. (a) How did writers and artists of the 1300's express the spirit of the Renaissance? (b) What invention helped to spread the ideas of the Renaissance writers?

You and the Past

Not long after the Age of Exploration began, people from many countries started coming to the Americas. By the 1700's, people from Spain, England, France, Sweden, the Netherlands, and parts of Africa had settled in what is today the United States. In the late 1800's, people from many other countries arrived. Find out where the early immigrants to your state came from. Look at a map of your state. Can you find places on the map that might have been named by those early settlers? Look too for names of places that have come from the first people to settle in the Americas, the Indians.



The Wright brothers' plane
256



Unit Six

A Changing World

By the end of the 1600's, the world as we know it today was slowly beginning to take shape. No longer was it possible for people to live cut off and isolated from their neighbors. Instead, a new idea, a new invention, and even a conflict in one part of the world could affect how people lived in every corner of Earth.



14

The Age of Revolutions

On July 4, 1776, delegates from 13 colonies in North America gathered in Philadelphia, Pennsylvania. They had come to declare their independence from England.

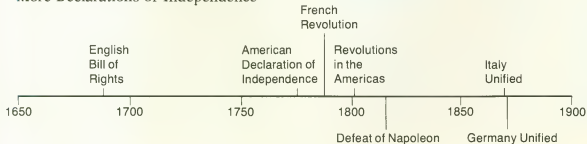
When the Americans declared their independence, they started a **revolution**. A revolution is a great change. The American Revolution changed the way Americans were governed. After the revolution, an English king or queen no longer ruled the people in the colonies. Instead, Americans created a republic. In a republic, power rests with the people. They govern themselves.

The idea that people ought to govern themselves soon spread from North America to other parts of the world. In fact, the American Revolution marked the start of an age of revolutions.

As You Read

This chapter is divided into three parts. As you read the first part, you will learn about the ideas that helped shape the American Revolution. As you read the next two parts, notice how some of those ideas spread to many other countries.

- Changes in England
- The Revolution in France
- More Declarations of Independence



Changes in England

In the 1700's, most of the people who lived in England's 13 American colonies were English. Even though they lived far away, they continued to think of England as their country. They valued their rights as English men and women. The English people had fought hard to win those rights.

The Growth of Parliament

The people of England traced many of their rights to Magna Charta. It had been signed more than 500 years before by

Over the years, Parliament won more and more rights. Today it is England's chief lawmaking body.

The Government of Great Britain



THE CROWN

- Inherits the throne



PRIME MINISTER

- Leader of Majority Party
- Serves as head of government



PARLIAMENT

- House of Lords
 - Made up of British nobility
 - Reviews laws passed by House of Commons

House of Commons

- Elected by voters
- Makes laws



CABINET

- Chosen by Prime Minister
- Helps in running government

King John of England. According to Magna Charta, there were things that even an English king or queen could not do. For example, Magna Charta said that an English king or queen could not raise taxes without the approval of the Great Council of Nobles.

Over the years, the Great Council of Nobles became known as Parliament. By 1265, it included not only nobles but also some landowners and townspeople. By 1340, it was divided into two parts, or houses. One part of Parliament was the House of Lords, which included every lord, earl, baron, and duke in England. The other part was the House of Commons. Its members were elected by wealthy businessmen and landowners.

In the 1300's, members of Parliament had few rights. In time, however, they won more and more rights, including the right to make the laws of England. Still, the English kings and queens had great power. They could veto or change any laws they did not approve. They could also decide when Parliament should meet and when it should be dismissed.

English Rulers and the Law

English kings and queens guarded their power jealously. They did not want to share power with Parliament. So whenever Parliament demanded a greater role in government, the kings and queens fought back. The greatest battles began in 1625, when King Charles I took the throne.

King Charles and Parliament. Charles believed in the **divine right of kings**. That is, the idea that a ruler answered only to God. A ruler did not have to obey the law. Parliament disagreed. This difference of opinion led to many clashes. For example, members of Parliament argued that taxes were illegal if Parliament did not approve them. The king responded by sending 27 members of Parliament to prison.

Charles also quarreled with Parliament over religion. He wanted to make the Church of England more like the Catholic Church. However, many people in England, including members of Parliament, were Puritans. They wanted the Church of England to be more like other Protestant churches.

By 1629, the king and Parliament were constantly at odds. Finally, Charles decided to rule England alone. From 1629 to 1640, he refused to let Parliament meet at all. Those were hard years for Puritans and Catholics alike. Thousands left the country to settle in North America.

Finally, in 1640, Charles called Parliament back into session because he desperately needed money. It turned out to be a mistake for the king.

Toward War. As soon as Parliament met, it presented Charles with a list of demands. Little by little, the king gave in to most of these demands. Yet the members of Parliament kept asking for more.

Throughout the fall of 1641, Parliament passed more and more laws limiting the king's power. Finally, it went too far for Charles. When the king refused to approve a law that Parliament had passed,

members declared that they did not need his approval.

Charles then marched into the House of Commons with 400 soldiers behind him. He demanded the arrest of five members of Parliament. Soon after, both sides prepared for battle. By June, a **civil war** had broken out. A civil war is a war between the people of a country.

England's Civil War. At first, many people in England did not care who won the war as long as they could still plow their fields and take their crops to market. However, as the war dragged on for four long years, it became harder and harder to farm or trade. Green farms were turned into bloody battlefields. Whole cities were burned to the ground. Over 100,000 men, women, and children lost their lives.

By 1645, supporters of Parliament were winning the war. A Puritan named Oliver Cromwell led Parliament's armies in battle. Cromwell had once served in the House of Commons. Now he organized a band of clumsy volunteers into a well-disciplined army that marched into battle singing hymns.

By 1646, the king had surrendered. Soon after, Parliament ordered that he be tried for betraying his country. Early in 1649, Charles was found guilty of treason. The kings and queens of Europe looked on in horror as Charles was beheaded.

Oliver Cromwell quickly took over the government of England, but he did not become king. He called himself lord protector. As lord protector, Cromwell wanted to end the civil war and rebuild the country. Parliament agreed. It began



When Oliver Cromwell died in 1658, no one was strong enough to take his place.

work on a **constitution**. A constitution is a plan for a government.

The new constitution set up a republic in which the lord protector shared power with Parliament. However, Cromwell did not get along with Parliament any better than Charles had. Instead of sharing power, Cromwell used the army to rule as dictator.

Parliament wanted to make England a Puritan nation. Cromwell thought that the English people had been fighting over religion long enough. He wanted religion to become a personal matter rather than a concern of government.

Many members of Parliament also wanted to get rid of old customs and traditions, especially those that gave special privileges to nobles. Cromwell disagreed. These traditions were things, he said, "whereby England hath been known for hundreds of years."

In many ways, Cromwell understood that the English were a **conservative** people. Conservatives believe that change should come slowly, only after much thought and planning. In the end, the English people proved to be even more conservative than Cromwell had thought. After his death in 1658, they invited the oldest son of Charles I to become King Charles II of England.

A Peaceful Revolution

For a time, England returned to normal. Even the quarrels between the king and Parliament seemed familiar. Yet only 25 years later, the country stood once again on the brink of civil war.

Division in Parliament. The trouble began in 1685 with the death of Charles II. Since he had no children, his brother James was next in line for the throne. James was a Catholic, however. Some members of Parliament did not think a Catholic should rule a Protestant country. They organized a club known as the Whigs. Those who believed that James should be king organized too. Their group was known as the Tories.

In time, the Whigs and the Tories became the first political parties in England. A **political party** is a group of people with similar ideas about how the government

should be run. In the 1680's, however, members of political parties joined together only in times of crisis.

In 1685 the Tories won, and James became King James II of England. He was the first Catholic to rule England in over a hundred years. Many Whigs were willing to let him rule only because James' eldest daughter Mary had been raised as a Protestant by her mother. They thought it was only a matter of time before England had a Protestant ruler again.

Then, in 1688, James' second wife, a Catholic, gave birth to a son. Under English law, the oldest son is first in line for the throne, no matter how many older sisters he has. One day James' son would rule the country.

Parliament Takes Charge. The English people did not want any more Catholic rulers. So, many Tories joined the Whigs in a bold plan. They ordered James to give up the throne. Parliament then invited Mary to rule England with her husband, William. William was a powerful prince of the Netherlands.

In November of 1688, William and Mary arrived in England with a large army. However, no fighting took place. Unlike Charles I, James decided not to fight. He fled instead to France with his wife and child.

The English Bill of Rights. When William and Mary accepted Parliament's invitation, they recognized Parliament as the real ruler of England. They even signed a document that said Parliament had the right to choose England's rulers. The



No blood was shed when William and Mary came to the throne of England in 1688.

document they signed is known as the English Bill of Rights. In the English Bill of Rights, William and Mary promised not to make laws, raise taxes, or keep an army in peacetime without permission from Parliament.

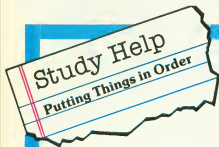
These rights were very important to the English. In 1707, they became important to the Scottish as well. That year, England united with Scotland to become Great Britain.

These were rights Americans valued too. When they declared their independence from Great Britain in 1776, they did so because the king was not granting them rights guaranteed by Magna Charta and the English Bill of Rights. When they finally won their freedom, they included those rights in the Constitution of the

United States. Never again would they be taxed without their consent or be forced to obey laws made by a king or queen.

To Help You Remember

1. (a) Name one thing Magna Charta said even a ruler could not do. (b) What right did members of Parliament win over the years?
2. Name two things over which Parliament and King Charles I quarreled.
3. (a) Why did civil war break out in 1641? (b) Who ruled England when the war ended?
4. (a) Who were William and Mary? (b) Why did Parliament invite them to rule England?
5. (a) Name four things to which William and Mary agreed when they signed the English Bill of Rights. (b) Why did Americans declare their independence from Great Britain?



In the first part of this chapter, you learned how government changed in England. A good way to keep track of these changes is to make a list of important events. Dates and key phrases like *in time* and *over the years* can help you remember the order in which events took place.

Below are the main events from the section entitled *The Growth of Parliament*. Use the dates and key words given in the text to put the events in the correct order.

The Growth of Parliament (page 260)

The Great Council of Nobles becomes known as Parliament. King John signs Magna Charta, which gives the Great Council of Nobles the right to approve taxes.

Parliament wins the right to make the laws of England.

Parliament is divided into two houses, the House of Lords and the House of Commons.

Parliament includes not only nobles but also some landowners and townspeople.

Now make a list of main events from each of the sections that follow: *English Rulers and the Law* and *A Peaceful Revolution*. Be sure to list events in the order they occurred. As you read the rest of the chapter, continue to list main events.



The luxury of life at court helped bring about the French Revolution. Today the palace of Louis XVI is a national museum.

The Revolution in France

The American Revolution captured the imagination of many Europeans. The French especially were excited. They too wanted to be free. In 1789, their revolution began. It turned out to be a longer, far more bloody fight than the one the Americans fought.

Trouble Begins

In 1789, the king of France was Louis (lū'ē) XVI. As a ruler, Louis XVI was weak and foolish. He and his queen Marie Antoinette (an'twə net') lived in great splendor while most of the French people were struggling to stay alive.

The Three Estates. In those days, the people of France formed three groups

called estates. Everyone in the country except the king belonged to one of the estates. Officials of the Roman Catholic Church formed the first estate. Nobles formed the second estate.

The third estate was by far the largest. It included over 23 million people. Most of them were **peasants**. These poor farmers served wealthy nobles much as serfs had done during the Middle Ages. Not everyone in the third estate was a peasant, however. This group also included merchants, doctors, lawyers, and teachers. Some of these people were very rich.

Only the third estate paid taxes. Yet it had the fewest rights. Many believed that sooner or later this would lead to trouble. In 1789, it did.

The King's Debts. Trouble began in 1789 over two costly wars that France had fought. To pay for the wars, Louis had borrowed so much money that the banks refused to lend him more. In a panic, Louis decided to seek help from an assembly made up of representatives of all the estates. That assembly was known as the **Estates General**. It had not met for almost 200 years.

Demands for Change. The meeting of the Estates General came at a time when most people in France were desperate for change. In 1789, grain was scarcer than ever before because of fierce rains that had ruined crops the year before. Gangs of starving peasants roamed the countryside burning and looting. Even nobles and

wealthy merchants were calling for change. They had little say in how the country was run.

The king did not want the Estates General to concern itself with any of these matters. He simply wanted the group to approve new taxes. The members of the Estates General had other ideas, however.

In the past, each estate had had only one vote. Since the first two estates usually voted together, the third estate had no chance of being heard. Therefore, members of the third estate wanted to turn the Estates General into an assembly in which each member, rather than each group, had one vote. They refused to discuss any business until the king agreed to do as they asked.

When it seemed clear that the king

This fan is decorated with a painting of the opening session of the Estates General. Louis XVI is shown in the center.



would not give in on this issue, the third estate took matters into its own hands. On June 17, 1789, it voted to call itself a national assembly. It then invited members of the other two estates to join the third estate. When many did, Louis had to recognize the National Assembly as an official body. At the same time, he secretly prepared to fight.

The French Revolution Begins

As the king's troops moved toward Paris, rumors spread through the city like wildfire. Many believed that the king was planning to attack Paris. To protect themselves, mobs marched through the city looking for weapons.

The Bastille. On July 14, an angry mob stormed an old fort known as the Bastille (ba stēl'). They were after the fort's supply of gunpowder. From the Bastille, they overran the town hall and took over the government of Paris.

Violence spread quickly. Many peasants turned against the nobles. They burned castles. They also destroyed tax records. The king had no choice but to back down. He sent his troops away. He also allowed the National Assembly to take charge of the government.

The Demands. All over France people begged the National Assembly to make changes. Thousands wrote lists filled with demands.

Many women sent messages to the National Assembly asking for equal treatment under the law. In those days, women had no legal rights. A husband

had almost complete power over his wife and all the family property.

Many people also wanted to take away the privileges of the first and second estates. Still others demanded the right to take part in government.

On August 26, the National Assembly issued a document. It was known as the Declaration of the Rights of Man. The declaration stated that all men are equal in rights. The first two estates no longer had any special standing.

The document sounded much like the American Declaration of Independence. In fact, one of its authors was the Marquis de Lafayette (mār kē dēr lā'fē et'). He had fought in the American Revolution. He was also a friend of Thomas Jefferson, the man who wrote the American Declaration of Independence.

The New Government. The next step was a constitution. When it was finally completed, in 1791, it gave ordinary people more rights. It also set up an assembly that would make laws for the French people. There would still be a king, but he would have little power in government.

The king was not happy with the constitution. However, he no longer had the power to tear it up and send the assembly home. Instead, he looked for ways to get around the new government. He also looked to outsiders for help.

Other rulers in Europe were following events in France closely. Many feared that a similar revolution might take place in their own countries. Some, including the emperor of Austria, talked of going to war to give the king of France back his power.



In this drawing, Louis XVI is saying a sad farewell to his family after learning of his death sentence.

Fighting at Home and Abroad

By April of 1792, France and Austria were at war. Other countries soon joined the fight. In the beginning, the war went badly for France. Many people in France placed the blame on Louis and the nobles who had remained loyal to him. They believed the king and his supporters were aiding the enemy.

France Becomes a Republic. In August, a mob broke into the king's palace and threatened Louis and his family. Soon after, the assembly arrested Louis and Marie Antoinette. Meanwhile, angry crowds were breaking into prisons throughout the country and killing any nobles they found there.

On September 20, 1792, a new assembly met in Paris. Its job was to replace the old constitution with a new one. The old constitution called for a king. With Louis in

prison, this was no longer possible. So the new assembly decided to make France a republic.

Members of the new assembly could not agree on how to organize the republic. Some wanted government to stay in the hands of those who owned property. They feared that if everyone could vote, mobs would take over the country. They pointed to growing violence in Paris and the countryside. These men were known as conservatives.

Many members of the assembly attacked the conservatives as "false patriots who want to set up the Republic only for themselves." Those people who opposed the conservatives were called **radicals**. Radicals favor revolutionary changes.

Radicals in Control. In the fall of 1792, the radicals took charge of the government. They ordered the king's execution.

Soon after Louis' death, his family was killed. So were thousands of nobles.

By spring, the government had appointed a Committee of Public Safety. Its job was to look for enemies of the republic. It found them everywhere. Anyone who disagreed with the radicals was likely to be considered an enemy.

Hundreds and hundreds of people were sent to the guillotine (gil'ə tēn'). The carts that carried people to their death lumbered through the streets of Paris day after day. It was truly a time of terror. No one knew who would be accused next. Once the nobles were gone, the Committee turned on the conservatives. Before long, the radicals were accusing one another. No one was safe.

The government said the terror was necessary because France was at war with Austria and other foreign powers. It argued that anyone who did not actively help the country win the war was working against France.

By summer of 1794, however, the French were winning the war. Yet the terror continued. So on July 24, a few members of the assembly took over the government. Now it was members of the Committee of Public Safety who were carted to the guillotine.

Directors Take Charge. In 1795, the new leaders wrote yet another constitution. It set up a republic headed by five men known as the directors.

By now, the French people were tired of the long years of war, death, and destruction. When elections for a new assembly were held in 1797, the French

people showed how weary of war they had grown. Many voted for men who favored peace at any price. A few even voted for those who favored a king.

Alarmed by the election results, the directors refused to let the new assembly meet. Instead, they ruled the country with the army. In this situation, an officer named Napoleon Bonaparte (bō'nə pàrt) came to power.

The Rise of Napoleon

Napoleon was a hero who had helped the French conquer northern Italy. In 1799, he joined forces with members of the newly elected assembly. Like them, Napoleon believed that the directors were too weak. Napoleon convinced the plotters that he had the strength to govern.

On November 4, 1799, Napoleon's soldiers removed members of the Assembly

Napoleon was still a young man when he helped the French conquer northern Italy.



Napoleon's Empire, 1810

- French Empire
- States Controlled by Napoleon
- Independent States
- States Allied with Napoleon

ATLANTIC OCEAN



0 200 400 Miles
0 200 400 Kilometers

AFRICA



Napoleon's empire included all of Spain, parts of Italy, and many of the German states. What empires lay to the east of Napoleon's?

at gunpoint. Soon after, Napoleon was named head of the Republic.

Napoleon in Charge. Napoleon used his power to restore order, but he did not allow the French much freedom. His minister of police had many spies who kept a close watch on everyone.

By 1803, Napoleon was emperor of France. He immediately began building an empire. By 1810, France ruled a large part of Europe. Still Napoleon did not rest. In 1812, with 500,000 men, he marched into Russia. It took six months to reach Moscow, Russia's capital.

The French quickly captured the city, but there was no joy in the victory. Knowing Napoleon was coming, the Russians had burned the city to the ground.

After five weeks in the burned-out city, Napoleon decided to return home. By this time it was winter, and the army struggled through deep snow. Thousands froze to death. Only 30,000 soldiers survived.

Meanwhile, people everywhere in Europe were rising up against Napoleon. England led the attack. On June 18, 1815, the war against France ended. Napoleon was defeated at the Battle of Waterloo, near Brussels in Belgium.

Peace Again. After the war, the rulers of Europe gathered in Vienna, Austria. They came to make peace and to destroy the empire Napoleon had built. These men had much in common with Louis XVI. Like him, they believed that rulers should not have to obey the law. They dreamed of restoring Europe to the way it had been before the years of fighting.

Wherever possible, the peacemakers carried out their dream. They began by restoring rulers to their thrones. In France, for example, they placed a brother of Louis XVI on the throne. Not until 1870 were the French people able to overthrow the king and set up a republic again.

To Help You Remember

- (a) What was the Estates General?
(b) Why did Louis XVI of France turn to it for help?
- (a) Name three changes the French wanted the National Assembly to make. (b) What two documents did the Assembly draw up?
- (a) Why did Louis turn to outsiders for help in 1791? (b) Why did France become a republic in 1792?
- Why were the years when the radicals were in control called a time of terror?
- (a) How did Napoleon come to power in 1799? (b) What did the rulers of Europe dream of doing after Napoleon's defeat?

After Napoleon's death, the peacemakers at Vienna redrew the map of Europe. Find Prussia. What group of states was it part of in 1815?



More Declarations of Independence

In spite of the efforts of the peacemakers at Vienna, people's dreams of freedom and independence did not die. Instead, they spread to countries near and far.

Name five nations in the Americas that had become free of foreign rule by the year 1825.



In the Americas

In South America and Central America, there were the beginnings of revolution even before Napoleon's empire. Many people there had watched the American Revolution with great envy. They had also followed the French Revolution closely. In the 1790's, they decided it was time that they too became independent.

The first people to rebel lived in a French colony on the island of Hispaniola (his'pə nyō'lə) in the West Indies. They began their fight for freedom in 1791. Their leader was a former slave from Africa. His name was Pierre Dominique Toussaint L'Ouverture (dām'ə nik' tū'san lū'vər tyūr). In 1801, he took control of the island. Three years later, France gave up its claims to the colony. The islanders then set up a new country, called Haiti.

Toussaint L'Ouverture was a leader in Haiti's war for independence.



By 1810, revolutions had started in Spain's American colonies. Mexicans were the first to fight for their freedom. By 1821, all of Mexico and all of Central America had declared independence from Spain. By 1825, much of South America was free as well.

Revolutions in Europe

In Europe, too, people were eager to win their freedom. Between 1819 and 1848, there was unrest in almost every country in Europe. Some revolts were crushed almost before they got started. Others led to independence and an increased measure of freedom.

Greece. In 1821, the Greeks decided to break away from the Ottoman Empire. They wanted to rule their own country. It was a long, hard struggle. Many other Europeans were so impressed by the courage of the Greeks that they came to help them in their fight. Finally, in 1827, Britain, France, and Russia persuaded the Ottoman Turks to give Greece its freedom. They also talked the Turks into allowing the Serbians and the Romanians, Greece's neighbors on the Balkan peninsula, more self-government.

Italy. Like the Greeks, the people of Italy also wanted to govern themselves. They were ruled by outsiders, and they were also divided into many small states. In the 1800's, Austria ruled most of these states.

In 1848, the people of every Italian city rebelled against Austria. The Austrians quickly put down the revolt. They could not, however, kill the dream. In 1870, that

dream came true when Rome became the capital of a united Italy.

Germany. In the early 1800's, the Germans were also divided into many quarreling states. Many Germans hoped that the peacemakers at Vienna would create a united German kingdom. Instead, the peacemakers placed Germany under Austrian rule. So the German people set out to unite themselves. The state of Prussia led the way.

Otto von Bismarck led Prussia in creating a united Germany. He is shown here (left) talking to King William of Prussia.



Europe After the Unification of Italy and Germany, 1871



In 1871, the map of Europe looked much different from the way it had after the peace talks in Vienna in 1815. How had Italy and Germany changed?

Prussian leaders had no patience with other Germans who spoke longingly of a united Germany. The Prussians said unity would not be won by “speeches, shooting matches, and songs, but only through blood and iron.”

In 1866, Prussia defeated Austria in a war that lasted only seven weeks. It then took over one state after another in northern Germany. By 1870, Prussia controlled southern Germany as well. In 1871, King William of Prussia became emperor of Germany.

To Help You Remember

- How did the American and French revolutions affect people living in Central America and South America?
 - Name at least two places in the Americas where people fought for their independence and won.
- Who did the Greeks fight in their war for independence? (b) Who did the Italians and Germans fight in their war for independence?
- When did Italy become united?
 - When did Germany become united?

Chapter Review

Words to Know

1. What is a *revolution*?
2. Explain the difference between a *radical* and a *conservative*.
3. (a) A *civil war* is war between _____.
(b) A *constitution* is a plan for _____.
4. Members of a *political party* have
(a) similar ideas about government,
(b) different ideas about government.
5. The *Estates General* of France was made up of _____.
6. What is meant by *divine right of kings*?
7. *Peasants* were _____.

Reviewing Main Ideas

Under each of the following headings put the events in the correct order. The page numbers beside each heading tell you where to look in the text.

- I. Changes in England (pages 260–264)
 1. At the invitation of Parliament, William and Mary come to England to rule.
 2. James II becomes the first Catholic king to rule England in over a hundred years.
 3. The armies of Charles I and the armies of Parliament fight a bitter civil war in England.
 4. King John signs Magna Charta.
 5. William and Mary sign the English Bill of Rights.
- II. The Revolution in France (pages 265–271)
 1. Napoleon Bonaparte becomes emperor of France.
 2. The Estates General votes to call itself the National Assembly.

3. The rulers of Europe gather in Vienna to make peace and restore rulers to their thrones.
 4. Radicals take charge of government and order the king's death.
 5. A new assembly takes charge of government and makes France a republic.
- III. More Declarations of Independence (pages 272–274)
1. King William of Prussia becomes emperor of all of Germany.
 2. People in Central and South America fight for independence.
 3. Rome becomes the capital of the Kingdom of Italy.
 4. Britain, France, and Russia persuade the Ottoman Turks to give Greece its freedom.

In Your Own Words

Write a paragraph about *one* of the following topics. Use dates and words like *first*, *next*, and *finally* to connect your sentences. The page numbers tell you where to look in the text.

A Peaceful Revolution in England
(pages 262–264)

The Beginnings of the French Revolution
(page 267)

The Rise of Napoleon (pages 269–270)

Challenge!

King Louis XVI of France, like many other rulers at that time, believed in the divine right of kings. Many of the things he did as king were based on that belief. How did those acts help cause the French Revolution? Might the Revolution have been avoided if Louis had not believed in the divine right of kings?



15

The Industrial Revolution

In the 1700's, a new kind of revolution began in Great Britain. It was a time when people invented many machines that made work faster and more efficient. The changes these machines brought were so great that they led to a revolution in the way work was done. People call it the Industrial Revolution.

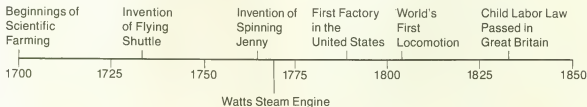
Think about what your life would be like if the Industrial Revolution had not taken place. There would be no automobiles or trains. There would be no television or radio. You would no longer be able to light a room by flicking a switch or speak to a friend across town. Today, machines touch every part of life.

As You Read

In this chapter you will find out how the Industrial Revolution began in Great Britain. You will also see how it spread to countries around the world. The chapter is divided into three parts.

- The Start of the Revolution in Britain
- New Ways of Life
- The Spread of the Industrial Revolution

As you read, notice how one event led to another during the Industrial Revolution.



The Start of the Revolution in Britain

In 1700, Britain was one of the richest countries in Europe. It was rich in **natural resources**. Natural resources are things found in nature that people use to meet their needs. Coal and iron are natural resources. So are the harbors the British used to dock their trading ships.

Trade helped Britain prosper. Even so, in the 1700's, people in Britain began to look for ways to produce goods faster and more efficiently. They realized that by doing so they could make even more money. In the process, they started the Industrial Revolution.

What natural resources helped Great Britain become an industrial nation?



Changes in Farming

In the 1700's, many British farmers tried to increase the size of their harvests. To do so, some farmers in Great Britain began farming more scientifically. They kept careful records of the methods they used on their land. With these records, they could compare one year's harvest with the next. They also exchanged ideas and information about land use and crops with other farmers. A few even traveled to other countries in search of new ideas and new methods.

Scientific Farmers. As a result of such studies, some British farmers began using windmills to drain marshy land. They also replaced their wooden plows with iron ones. When it was time to plant their crops, they did not scatter the seeds to the wind the way other farmers did. They used a horse-drawn seed drill to plant the seeds in careful rows.

After much experimenting, farmers found they no longer had to let part of their land lie fallow each year. The secret was to rotate crops. One year a farmer might plant a field with crops like wheat or barley that tend to wear out the soil. The next year he would plant crops that restore the soil, like turnips and clover.

Many of the people who tried to make farming more scientific were wealthy landowners. They did not farm their own land. Instead, they rented their land to other farmers called **tenant farmers**. It was these tenant farmers who carried out the landowners' scientific ideas.



Before the Industrial Revolution began, spinners in Britain used wooden wheels to draw cotton and wool fibers into thread.

Forced Out. Many small landowners who farmed their own land were hurt by the new methods of farming. They found it harder and harder to make a living. They could not afford expensive tools that larger landowners bought for their tenant farmers. Also their farms were too small for the new methods to work well.

Some of these farmers sold their land and became tenant farmers. Others moved to the British colonies in North America. By the late 1700's, many farmers were finding jobs in manufacturing.

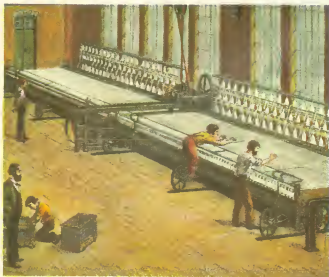
Changes in Manufacturing

Manufacturing was changing even faster than farming in the 1700's. Many people were inventing new ways of making

goods. The first of these inventions changed the way cloth was made.

Making Cloth. For hundreds of years, farm families had earned extra money by spinning yarn or weaving cloth. Whole families worked together for merchants who supplied them with **raw materials**. Raw materials are things used to manufacture new products. Farm families used cotton and wool to make **textiles**, or cloth. Merchants then sold the finished goods.

Both spinners and weavers did much of their work by hand. The spinners used wooden wheels to draw cotton and wool fibers into thread. To turn the wheel, the spinner pressed on a foot pedal. No matter how fast a spinner pedaled, the result



With the invention of new machines, spinning became a factory job.

was the same. The wheel produced only one thread at a time.

Weavers then wove the threads or yarn into cloth on hand looms. They too could produce only a small amount of cloth at a time. Then, in 1733, an English clock-maker named John Kay invented the flying shuttle.

The new tool was little more than a boat-shaped piece of wood to which yarn was attached. Yet it allowed weavers to work so quickly that spinners could not keep up with the weavers' demands for yarn. A prize was offered to anyone who could produce a better spinning machine.

The prize went to a worker named James Hargreaves. In 1764, Hargreaves invented a new spinning wheel. He called it the spinning jenny, in honor of his wife. The spinning jenny could produce eight threads at a time instead of one.

Water Power. In 1769, an even faster spinning machine was invented. However, unlike the flying shuttle or the spinning jenny, the new machine could be used only near a stream or waterfall. It ran on the power of rushing water.

These new spinning machines were so large and expensive that only a few people could afford them. Those who could afford them set up the machines in large buildings called **factories**. There, hundreds of workers spun cotton into thread. With the new machines, these factories turned out so much thread that weavers fell behind with their jobs.

The next invention helped weavers keep up with spinners. It was called the power loom. The power loom had a new kind of shuttle that was also driven by water power. Like the new spinning machine, it too could not be used at home. Weaving was also becoming a factory job.

Steam Power

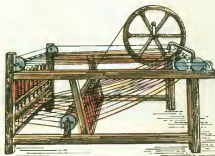
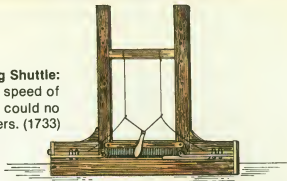
A worker using a water-powered loom could turn out more cloth in a day than 200 weavers using hand looms. Even so, the new machines had some drawbacks. Every factory had to be near rushing water. These locations were often far from raw materials, workers, or markets. So, many factory owners were eager to find another source of power. They found it in steam.

As early as 1705, miners had used steam engines to pump water from coal mines. Still, these early steam engines were slow and expensive to operate.

Then, in 1769, James Watt, a young Scottish tool maker, invented a faster,

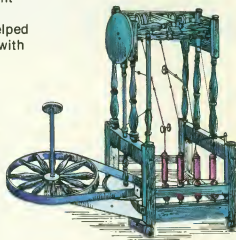
Inventions of the Industrial Revolution

The Flying Shuttle:
Increased the speed of weaving. Spinners could no longer keep up with weavers. (1733)

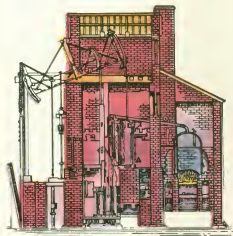


The Spinning Jenny:
Could produce eight threads at a time instead of one. Helped spinners keep up with weavers. (1764)

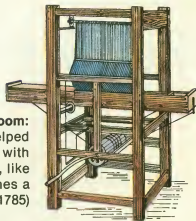
The Water Frame:
Faster than the Spinning Jenny but could be used only near a stream or waterfall. Spinning becomes a factory job. (1769)



Watt's Steam Engine:
Faster and more efficient than old steam engine. Provided source of power that could be used anywhere. (1769)



The Power Loom:
Driven by water. Helped weavers keep up with spinners. Weaving, like spinning, becomes a factory job. (1785)



How did one invention lead to another during the Industrial Revolution?



The opening day for this railway was a cause for celebration in 1830.

more efficient steam engine. He improved it until it could not only pump water from mines but also run machines.

For the first time in history, people had a source of power that could be used anywhere. By the 1780's, steam engines were spinning cotton, making flour, sawing lumber, printing books, and rolling metal. Many industries were growing faster than ever before.

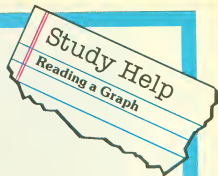
Other inventors developed new machines that made use of Watt's engine. For example, an English engineer named Richard Trevithick decided to put a steam engine on wheels. He reasoned that if a steam engine could turn a wheel to run a machine, it could also turn a wheel to move itself.

In 1804, Trevithick's locomotive was ready. It hauled coal along nine miles (15 kilometers) of track. Before long, miles of railroad tracks crisscrossed England. People and goods then traveled at astonishing

speeds for very little money. By 1850, some trains roared down the tracks at 50 miles (80 kilometers) an hour.

To Help You Remember

1. Where did the Industrial Revolution begin?
2. (a) What did some British farmers do to try to increase the size of their harvests? (b) Name two new methods that farmers developed as a result of their studies.
3. (a) Why was a prize offered to anyone who could come up with a faster spinning machine? (b) Why did some people set up machines in large buildings called factories?
4. (a) Why were factory owners eager to find a source of power that was better than water? (b) What new source of power did they find?
5. Name at least three British inventors and their inventions.

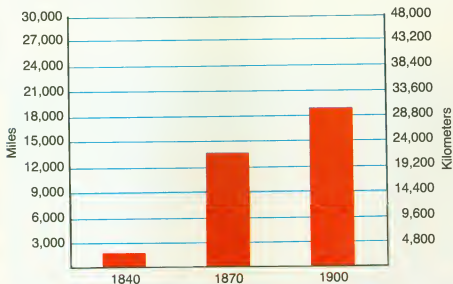


In 1804, an English engineer named Richard Trevithick completed the world's first locomotive. Before long, miles of railroad tracks crisscrossed the countryside of Great Britain. One way to see how much railroad track was built in Britain is by studying a **graph**. A graph is a special kind of drawing that helps us see the meaning of figures quickly and easily.

Look carefully at the graph below. Notice the numbers along the bottom of the graph. They show the years the graph covers. The numbers along the side of the graph show the miles (kilometers) of track built in Great Britain during those years. Use the graph to answer the following questions:

1. About how many miles (kilometers) of railroad track were built in Great Britain by 1840?
2. About how many miles were built by 1870?
3. About how many miles were built by 1900?
4. Were more miles of track built between 1840 and 1870 or between 1870 and 1900?

Growth of Railway Mileage in Great Britain



New Ways of Life

As industry grew, life in Britain changed in many ways. By the 1800's, more people could afford to heat their homes with coal from Wales and dine on Scottish beef. They had more clothes than too. Much of their new clothing was made from cloth woven on power looms in cities like Manchester and Liverpool. People could also travel more often. In the 1700's, few people ever traveled very far from home. In the 1800's, journeys of 100 miles (160 kilometers) were common.

New Opportunities

The heroes of the Industrial Revolution were not powerful nobles or brave knights. They were carpenters, tool makers, and engineers. They were ordinary people who were willing to invest whatever time, money, and energy were needed to make an idea work.

James Watt, the inventor of a more efficient steam engine, was typical of many of these people. He did not come

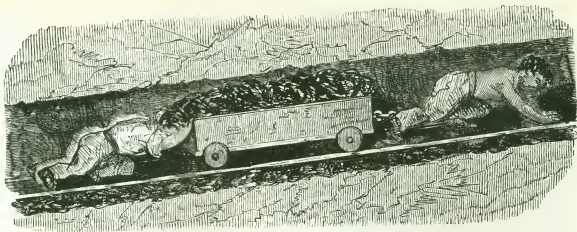
from a wealthy family. His father was a shopkeeper and carpenter in a small town in Scotland. James chose a different occupation. At 18, he went to Glasgow, Scotland, and then to London to learn a trade. He wanted to be a tool maker.

Three years later, Watt got a job as a tool maker at the University of Glasgow. While he was working there, someone asked him to fix a steam engine. Although he managed to repair it, he did not like the way the engine worked. He was sure he could make a better one. For the next five years, he worked on his idea whenever he had some spare time. By 1769, he had a practical steam engine, but he was still not satisfied. So he continued to work.

By 1774, Watt had been working on his steam engine for over ten years without making any money from his invention. To do so, he would have to start a new business, the business of making steam engines. It took money to open a factory,

Even as a young boy, James Watt experimented with steam.





Young children worked long hours in the mines. They are shown here doing the dangerous work of hauling coal through narrow, dark tunnels.

and Watt had very little. So he found a partner who had enough money to start a steam engine factory. The partner was Matthew Boulton, a wealthy toy maker. Together the two men turned Watt's idea into a profitable business. By 1800, Watt was a wealthy man.

Not every inventor became rich. Still the opportunity was there, and many took advantage of it. So did people like Matthew Boulton. They took a chance when they put up their money to back an inventor like Watt. If the invention caught on, they could make huge sums of money. If it failed, they could lose everything.

Changes in Work

The Industrial Revolution gave many people new opportunities. It also changed the way people worked. Before the revolution began, people made cloth and other goods at home using hand tools. Families worked hard and put in very long hours. However, each person could set his or her own pace.

In the factory, the machines set the pace, and the workers had to keep up. Workers also had to come to the factory at the same time every day and stay for a certain number of hours. They had to learn to work by the clock. Many workers were unwilling to do so even if wages were good.

As a result, the first factory workers were people who had no other choices. Many were orphans. These children had no one to protect them. They were put to work in factories where they were often badly treated and terribly overworked. Many people in Britain protested. In 1803, the British government stepped in to stop factory owners from using these children as workers.

Factory owners quickly found other workers. By then the new machines had put many hand-spinners and weavers out of work. Some of these people were willing to work in factories, but they wanted to work as a family group. At first no one objected to families' working together.



In this photo, a British working woman in the early 1900's is urging her co-workers to ask for better working conditions and equal rights.

In the mines, children sorted the coal while their fathers dug and their mothers hauled. In the mills, children collected scraps or combed the raw cotton and then drew it into loose strands.

Even the best factories, however, were dark and noisy. It was hot and steamy in summer and cold and dark in winter. Factories were also dangerous. Hundreds of workers lost arms and legs in accidents with the machines. Others were killed when their machines exploded. Mines were even more dangerous.

In 1833, the British government passed a law limiting the number of hours a child could work. It also made it illegal for the owners of a mine or a factory to hire children under nine. Instead, the factory owners had to start schools for them.

By 1850, few families still worked together. Often a woman worked in one factory and her husband in another. Their sons and daughters roamed the streets looking for odd jobs. As soon as children were old enough, they found factory jobs. Most families could not afford to send their children to school.

Workers Join Together

Many workers wanted better working conditions and higher salaries. Yet an individual worker had no power to improve conditions on his or her own. To make progress, workers had to join together.

Some workers formed groups called **unions**. A union spoke for all the workers in a factory or an industry. The union bargained for better working conditions,

higher wages, and a shorter working day. If a factory owner refused these demands, union members often went on strike. That is, they refused to work until their demands were met.

At first, the British government would not recognize the unions. Union members were often thrown into jail or fired. Still, unions did not give up. They worked even harder to protect their members. By the 1850's, unions were an accepted part of British factory life.

Many workers were still not very well off. Factory owners could vote and run for office. Workers in Britain could neither vote nor hold office because they did not own property. They wanted the same rights factory owners had. They also wanted laws passed that would help factory workers just as laws helped factory owners.

Factory workers fought hard for the rights they wanted. As a result, Parliament slowly changed the laws. By 1884, most men could vote, whether they owned property or not. By 1918, most women could vote too. Before long, workers were also running for office. Soon, Parliament began to pass laws that gave workers safer working conditions and more opportunities to get an education.

Life in Towns and Cities

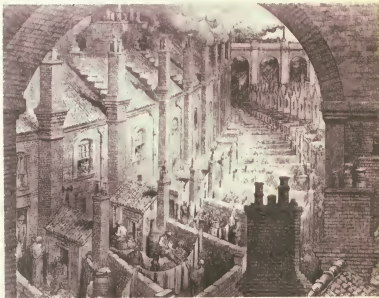
The Industrial Revolution changed the way people worked. It also changed where and how people lived. Before the revolution began, most people of Britain lived in small villages scattered across the countryside. Now, more and more people moved to cities to work in factories.

Factory towns, such as Manchester and Liverpool, doubled and tripled in size. By 1850, over two million people were living in London. Just 20 years before, it had a population of less than a million.

Good housing in these cities was almost impossible to find. Builders could not keep up with the demand. Single-family houses were divided and redivided to get the most people into the smallest possible space. Sometimes as many as a dozen people lived in a single room.

Many people in Britain were disturbed by conditions in the cities. In London, twice as many babies died in their first year of life as did those in the countryside. Some people looked to science for ways of improving unhealthy conditions. Among them was a reformer named Edwin Chadwick.

Industrial cities were filled with rows and rows of dark, grimy houses.



Chadwick believed that diseases could be prevented if cities were cleaner. In the 1800's, this was a new idea. Chadwick gathered evidence to prove his idea. In 1842, he published his report.

At first, few people paid much attention to Chadwick's report. Then, in 1846, a cholera epidemic killed thousands of people in London and other large British cities. Cholera is a disease caused by drinking contaminated water. The cholera outbreak made many people take a closer look at Chadwick's report.

Two years later, Britain passed its first public health law. Other laws quickly followed. By 1910, a baby born in the city had a better chance of living beyond its first birthday than one born in the country. Cities were slowly becoming healthier places to live.

To Help You Remember

1. (a) Who were the heroes of the Industrial Revolution? (b) How was James Watt typical of many of these people?
2. (a) Why were many of the first factory workers orphans? (b) Why were other people eventually willing to take factory jobs?
3. (a) Describe working conditions in early British factories. (b) Why did some workers form groups called unions?
4. (a) Why did factory workers continue to be unhappy even after unions were recognized? (b) Name at least two rights British workers eventually won.
5. (a) How did people live in factory towns like Manchester and Liverpool? (b) How did Edwin Chadwick's work lead to improvements?

The Spread of the Industrial Revolution

By 1850, Britain was producing two thirds of the world's coal and over half of its iron and cotton cloth. Most of the ships on the world's oceans were British. They carried British goods to all parts of the world. They brought home cotton and the other raw materials that kept British factories humming.

Britain in the Lead

At first, the British tried to keep the new machines to themselves. Until 1825, it was against the law for engineers, mechanics, and tool makers to leave the country. Until 1843, it was against the law for

anyone in Britain to sell the new machines to people in other countries.

In spite of such laws, the ideas of the Industrial Revolution spread to other countries. For example, in 1789, a young mill worker named Samuel Slater disguised himself as a farmer and boarded a ship headed for the United States. There he built the new machines from memory. He opened the first factory in the United States.

A British carpenter named William Cockerill did much the same thing in Belgium, a country in Europe. Later, his sons opened even more factories there. These

factories turned out machines, steam engines, and railroad locomotives. The know-how to build those machines came from British workers who left the country illegally.

Before long, the British gave up trying to keep their inventions a secret. Instead, they sold ideas and machines to countries around the world. British engineers built railroads in Germany, Argentina, and Russia. They sold steam engines in the United States, France, and Italy.

Soon many of these countries were challenging Britain's lead. By 1870, the United States was second only to Britain in industry and manufacturing. Germany and Belgium were not far behind.

Far to the east, in Asia, the Japanese were also building factories in the late 1800's. They did so with amazing speed. In only 35 years, Japan became one of the most industrialized countries in the world.

Exchanging Ideas

As more and more countries built factories, people in other places began to improve British inventions. They also came up with ideas of their own. One invention seemed to lead to another. Often it was hard to decide who had been responsible for a new idea.

In the 1850's, for example, an American and an Englishman came up with a better way of making steel. They did not work

The Industrial Revolution spread to many other countries. Name three countries in Europe that were challenging Britain's lead by 1870.





Thomas Edison was one of many who worked on electricity. He is shown here with the world's first phonograph.

together on it. Indeed, they never met. Instead, both came up with the same idea at about the same time.

Some inventions were made possible by sharing the work people did in different countries. For example, in the late 1700's and early 1800's, scientists in several countries were studying electricity. These scientists lived in Great Britain, the United States, Italy, Denmark, and France. Each of these scientists added to the others' understanding of electricity.

In time, many inventions grew out of the work of these scientists. The first invention was the telegraph. Later came the telephone. At about the same time, people began to use electricity to light homes and businesses. Soon they were using it to power machines.

The Effects of the Industrial Revolution

The Industrial Revolution did more than encourage people to exchange ideas. It also changed the way countries viewed themselves and one another.

Rich Nations, Poor Nations. By the late 1800's, some countries were richer than ever before. Their **gross national product**, the total worth of all goods and services produced in a country during a year, was high. In those countries, life was easier for many people. In Great Britain, for example, people dined on beef from Argentina. The meat was brought to England on steam-powered ocean liners with refrigerators on board. Germany, France, and the United States prospered as well.

At the same time, countries that did not build factories grew poorer. When farmers in a country like Italy brought their wheat to market in the 1800's, they found they could no longer set their own price. They had to compete with cheaper wheat from the United States or Argentina.

Italian artisans had an even more difficult time. They could not produce goods as cheaply as the big factories in Britain or Germany. As a result, thousands of people in countries like Italy were thrown out of work. In time, life became so hard that many Italians moved to other lands.

People on the Move. Italians were not the only people who left their homeland. In the late 1800's and early 1900's, 65 million people moved from their homelands to other countries. These people



People came to the United States in search of a better way of life.

came not only from Italy but also from Greece, Russia, Poland, and other countries in Eastern Europe. They came too from Turkey, India, China, and the Philippines. About half settled in the United States. Others found homes in Canada, South America, Australia, South Africa, and New Zealand.

The Growth of Empires. By the late 1800's, factories in countries like Germany and England were turning out more than cotton cloth and leather boots. They were also producing guns and cannons. The new weapons made them strong and powerful. Countries that did not have factories became an easy target for them.

Soon many of the countries of Europe were looking for new lands to conquer. They set out to build empires. Such a policy or plan is called **imperialism**. Russia, for example, expanded west into Europe and east into Asia. Great Britain,

France, and Germany looked to the riches of Africa as well as Asia. Over the years, the race for colonies grew more and more heated. By 1900, many people knew that it was a race that no one could win.

To Help You Remember

1. (a) Name two people who helped spread the Industrial Revolution to other countries. (b) What countries were challenging Britain by 1870?
2. Name at least three inventions that grew out of the work that several scientists did at the same time.
3. (a) Name at least three countries that had grown very rich by 1870. (b) What did these countries have that poorer countries did not?
4. Why did many people from Italy and other countries leave their homelands in the later 1800's?
5. Why did some countries follow a policy of imperialism?

Chapter Review

Words to Know

Complete each of the following sentences.

1. What do workers do in a *factory*?
2. What are the goals of a *union*?
3. How is a *tenant farmer* different from other farmers?
4. What does a *graph* show?
5. What does the *gross national product* of a country tell?
6. What are *raw materials*?
7. What makes a part of nature a *natural resource*?
8. What are *textiles*?
9. How did the policy of *imperialism* affect dealings between industrial and nonindustrial countries?

Reviewing Main Ideas

During the Industrial Revolution, one event led to another. For each of the following events, write down at least one event that took place as a result. The page numbers tell you where to look in the chapter. The first one has been started for you.

1. British farmers began to farm more scientifically. (page 278)
New tools and methods of farming were invented, including _____.
2. John Kay invented the flying shuttle to help weavers. (page 280)
3. In 1769, a spinning machine was invented that ran on the power of rushing water. (page 280)
4. James Watt invented a faster, more efficient steam engine. (page 282)
5. In the early 1800's, many people protested the terrible working conditions for children. (pages 285-286)

6. In the early 1800's, many people realized that they had to join together in unions. (pages 286-287)
7. After the Industrial Revolution, more and more people moved to cities to take jobs in factories. (page 287)
8. In 1846, a cholera epidemic swept through London and other large British cities. (pages 287-288)
9. In the early 1800's, it was against the law for anyone in Britain to sell new machines to people in other countries. (pages 288-289)
10. Countries that had many factories became richer, while countries without them became poorer. (pages 290-291)
11. During the late 1800's, many European countries began to carry out a policy of imperialism. (page 291)

In Your Own Words

Write a paragraph about some of the ways life changed after the Industrial Revolution. Choose one of the following topic sentences to begin your paragraph. The page numbers tell you where to look in the chapter.

1. The Industrial Revolution gave many people new opportunities. (pages 284-285)
2. The Industrial Revolution changed the way people worked. (pages 285-286)
3. The Industrial Revolution changed where and how people lived. (pages 287-288)
4. The Industrial Revolution encouraged people to exchange ideas. (pages 289-290)
5. The Industrial Revolution changed the way countries viewed themselves and one another. (pages 290-291)

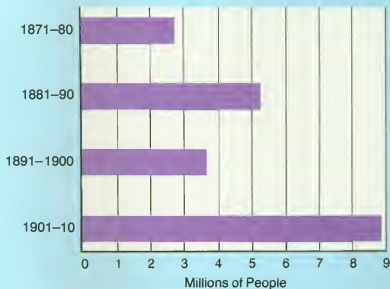
Things to Do

Draw two pictures. In the first one, show life in Britain before the Industrial Revolution. In the second one, show life after. Write a caption for each picture.

Keeping Skills Sharp

The graph below shows the number of people who came to the United States from other lands between 1871 and 1910. Use the graph to answer the questions at the top of the next column.

Number of People Entering the United States, 1871–1910



Challenge!

1. Graphs can answer some questions. However, they often raise additional questions. One question the graph on this page raises is how many people from Great Britain entered the United States between 1871 and 1910. That information is provided for you in the right-hand column. Use the figures to make a graph. Give your graph a title.

1871–80	548,043
1881–90	807,357
1891–1900	271,538
1901–10	525,950

1. About how many millions of people entered the United States between 1871 and 1880?
2. Did more people come to the United States between 1871 and 1880 or between 1881 and 1890?
3. (a) When did the most people enter the United States? (b) About how many people came during those years?
4. Based on what you have read in the chapter, why were so many people coming to the United States in the early 1900's?

2. What new question does your graph raise?
3. Make a list of what you consider to be the five most important inventions of the Industrial Revolution. Rank them in order of importance. Then explain why you ranked them in that order.



16

The World at War

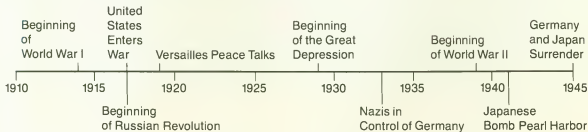
Throughout the late 1800's and early 1900's, the industrial nations of the world competed for raw materials and customers. They raced to see who could build the biggest navy and the strongest army. Each nation also tried to conquer as much land as possible. An empire had become a sign of wealth and importance.

The competition enflamed old hatreds and sparked new ones. It led to many small wars and, in time, to the largest war in history. When the First World War began in 1914, a British leader said to a friend, "The lamps are going out in Europe. We shall not see them lit again in our lifetime." He was right. Only 25 years later the world would again be torn by a second world war, even more terrible than the first. No country was safe. Everyone was affected in some way by the fighting.

As You Read

This chapter looks at the world at war. As you read, notice ways that war changed life throughout the world. The chapter is divided into three parts.

- The First World War
- The Years between the Two World Wars
- The Second World War



The First World War

The First World War began just before noon on a warm Sunday in June of 1914. The war started in the southern part of the Austro-Hungarian Empire in a town called Sarajevo (sǎr'ə yǎ'vō). However, there were conflicts on every continent that might have triggered a war.

On the Edge of War

Most of the conflicts grew out of the race for empires. In the early 1900's, many people believed that the greatness of a nation could be measured by the size of its empire. So nations competed for colonies. They competed too for control of resources and trade.

The Race for Empire. Britain was by far the leader in the race for colonies. Over 400 million people lived in its empire. Other countries were eager to catch up. Germany, for example, did not become a nation until 1871. Soon after, the Germans set out to build an empire. They did not wish to be outdone by the British, the French, or anyone else.

The same was true of Japan. It did not begin building factories until the 1870's and 1880's. Soon after, it too was scrambling for colonies. The United States also entered the race in the late 1800's.

As the competition for territory became more and more fierce, war seemed likely.

During the late 1800's and early 1900's, many nations competed for empires. Name five countries that had great power in Africa by 1914.



The World, 1900

British	Belgian	Portuguese	Russian	Other Countries
German	French	Italian	Japanese	
Dutch	Spanish	Ottoman	American (U.S.)	

By 1914, there were few places in the world that no one had claimed. So each country could add to its empire only by taking land from someone else. For example, the Ottoman Empire was not as strong in the 1800's and 1900's as it had been in earlier times. The Russians and Austrians took advantage of that weakness to fight for control of Ottoman lands on the Balkan Peninsula.

The Search for Allies. As tension mounted, the industrial nations prepared for war. They built ships, stockpiled guns, and trained soldiers. They also searched for friends. Each nation looked for **allies**. Allies are nations that agree to help each other in time of war.

Every country made as many alliances as possible. As a result, a conflict between any two countries could draw the whole world into war. That is exactly what happened in 1914.

The Start of War. On June 28, 1914, a 19-year-old Serbian student shot and killed Archduke Franz Ferdinand, the nephew of the Austrian emperor. The student hoped his act would start a revolution among the Slavs in the Austro-Hungarian Empire. Like many other Slavs, he wanted Serbia to become a homeland for all Slavic people, including those in the Austrian Empire.

The Austrian emperor was outraged. He accused Serbia of encouraging revolution. He demanded that it put an end to such plans. When Serbia refused to do exactly as he asked, Austria quickly declared war on Serbia.



FOOD WILL WIN THE WAR

You came here seeking Freedom
You must now help to preserve it

WHEAT is needed for the allies
Waste nothing

Posters like the one above were a common sight in the United States during the First World War.

Germany was quickly drawn into the fighting. It was Austria's most powerful ally. Russia also prepared for war. It was an ally of Serbia. In no time at all, sides were drawn. On one side were the Central Powers: Austria-Hungary, Germany, the Ottoman Empire, and, after 1915, Italy. On the other side were the Allies: Russia, France, and Great Britain. In 1917, the United States entered the war on the side of the Allies.

Although the war was fought mainly in Europe, over 1 1/2 billion people on 6 continents were drawn into the fighting. Countries as far from Europe as Brazil and Japan went to war because they were allies of one of the nations involved.

A New Kind of War

In August of 1914, the kaiser (kī'zər), or emperor, of Germany told his troops, "You will be home before the leaves have fallen from the trees." The Allies too thought the war would end soon. They were wrong. As weeks turned into months and months into years, people began to realize that this new war was unlike any other in history.

A War of the People. In the past, most wars were fought by professional soldiers. World War I was different. When it began, thousands of eager young men volunteered to fight. As they marched off to battle, crowds gathered to shower the

In this photo, men and women are working together in a British shell factory during the First World War.



soldiers with flowers and sing their country's national anthems.

Those who could not fight worked for the war at home. Women took the place of men in factories, offices, and shops. They kept the soldiers supplied with food, clothing, and weapons. The work women did during the First World War changed many people's attitudes about what women could do.

In the past, most people believed that only men could handle certain jobs. A woman could weave cloth, but she was not capable of building a tank or running a hospital. During World War I, many people were forced to change these views as they watched women tackle jobs that were once considered man's work.

New Inventions on Land. World War I differed from past wars in another way too. Countries used all the advances of the Industrial Revolution to invent new weapons and to make older ones more deadly.

One of the new weapons was a machine gun that fired so rapidly that soldiers could not protect themselves against the hail of bullets. The machine gun forced both sides to dig trenches where men could lie low to escape the deadly fire.

In the west of Europe, a line of trenches stretched for 600 miles (960 kilometers), from the North Sea to the Swiss border. Soldiers lived in these trenches for months on end. In the summer, they roasted as the sun blazed down on them. In the winter, they froze. Day in and day out, they kept company with rats, the screams of dying men, and the constant noise of guns.



The use of trenches, poison gas, and machine guns made the First World War more terrible than any previous conflict.

The Western Front stretched from Switzerland through France and Belgium to the North Sea. Where was the Eastern Front?





Air battles were common in World War I.

New Inventions at Sea. Navies also used new weapons. At the beginning of the war, Great Britain used its navy to keep food and war materials from reaching Germany. The Germans fought back with a new invention — the submarine. They used submarines to sink freighters that carried war materials from the United States to France and England. German submarines even attacked passenger ships. It was such an attack that brought the United States into the war in 1917.

New Inventions in the Air. Many countries tried to end the war by attacking from the air. The Germans used a kind of blimp to bomb the city of London. Both sides also built airplanes. At first, they were used only for spying. Later many battles took place in the air as each side tried to force the other from the skies.

The Turning Point of the War

As the war dragged on, many wondered if it would ever end. Thousands of people had died. Countless others were homeless. Every country in Europe was short of food, weapons, and other supplies. Then, in 1917, a series of events finally brought the war to an end. The first event took place in Russia.

Russia in 1917. Russia was in many ways an old-fashioned country fighting a modern war. The tsar (zār), or emperor, of Russia ruled his country as he wanted. He could even overrule the advisors and nobles of the lord.

The Russians poured their resources into the war. It was not enough. Russian soldiers faced the well-armed Germans with little more than courage. They lacked guns, ammunition, warm clothes, and food.

In the cities, life was no better. Too many people were hungry. By 1917, many had had enough. A revolution began. Although some Russians had hoped for revolution for years, no one expected the one that began in February of 1917.

The Revolution Begins. In February, the women of St. Petersburg went out as usual to buy food. When they discovered that the shops were empty, the angry women began to gather in the streets. More and more people joined them, and a riot began. The tsar sent troops to stop the rioting. The soldiers refused to fire on the crowds. They joined the rioters instead. A few days later, the tsar gave up. Russia no longer had a ruler.

With the tsar gone, a temporary government took over. Its job was to fight the war, keep order, and decide on a new government for Russia. Not everyone was willing to let the temporary government run the country. In several cities, soldiers and workers formed *soviets*, or councils. These groups challenged the power of the temporary government.

A radical group known as the Bolsheviks (*bōl'shə viks*) used the confusion to take over the country. They were led by a man named Vladimir Ilyich Ulianov (*vlad'ə mir ē lē' yich ū lē'a nov*), better known as Lenin. Lenin called for the soviets to take over the country. His slogan "Peace, land, and bread" had great appeal for a tired, hungry people.

On November 7, 1917, the Bolsheviks arrested members of the temporary government and took charge of the country. By spring, they had signed a peace treaty with Germany. As a result, Germany and Austria no longer had to fight in the east. They could send more troops to fight the Allies in the west.

The United States Enters the War. With Russia gone, many Germans thought that victory would soon be theirs. They were wrong. Shortly after the start of the Russian Revolution, the United States decided to enter the war on the side of the Allies.

By June of 1918, American troops were arriving in France at the rate of 250,000 a month. By August, they were helping to push the Germans farther and farther east. The German people had had enough. Like the Russians, they too refused to



Cheers rang out when Lenin urged the Soviets to take over Russia.

fight any longer. On November 9, 1918, the kaiser gave up his throne. Germany became a republic. Two days later, the Germans signed an agreement ending the war. After four years of fighting, the First World War was finally over.

To Help You Remember

1. Why did nations compete for empires in the early 1900's?
2. How did a conflict between Serbia and the Austro-Hungarian Empire draw the whole world into war?
3. Name at least three ways the First World War differed from other wars.
4. Why did a riot break out in St. Petersburg, Russia, in 1917?
5. Who were the Bolsheviks?
6. How did the United States help to change the course of the war in 1917?



Study Help

Reading for Facts

Many sections in this book have a special pattern, or plan, of organization. Here are some of the patterns, or plans, of organization found in this book:

Cause and Effect. A section organized by this plan tells *what* happened and *why* it happened.

Sequence or Order. A section organized by this plan presents the *order* in which events took place.

Comparison. A section organized by this plan tells how things are *alike* and *different*.

A good way to decide what plan is being used is to study the introductory paragraph of a section. Below are the introductory paragraphs from each of the sections you have just read. Study each paragraph to decide what pattern is being introduced. To help you decide, we have found topic sentences and key words for you.

1. On the Edge of War

Most of the conflicts grew out of the race for empires. In the early 1900's, many people believed that the greatness of a nation could be measured by the size of its empire. So nations competed for colonies. They competed too for control of resources and trade.

2. A New Kind of War

In August of 1914, the kaiser of Germany told his troops, "You will be home before the leaves have fallen from the trees." The Allies too thought the war would end soon. They were wrong. *As weeks turned into months and months into years, people began to realize that this war was unlike any other in history.*

3. The Turning Point of the War

As the war dragged on, many wondered if it would ever end. Thousands of people had died. Countless others were homeless. Every country in Europe was short of food, weapons, and supplies. *Then, in 1917, a series of events finally brought the war to an end.* The first event took place in Russia.

As you read, continue to look for patterns of organization.

The Years between the Two World Wars

Many hoped that the First World War would be the "War to End All Wars." Yet even before a peace treaty was signed, the world was headed for war again.

Making Peace

In January of 1919, representatives from 27 nations gathered at Versailles (ver sī'), just outside of Paris. They had come to Versailles to write a peace agreement. However, the losers of the war were not invited to attend. The Germans, the Austrians, and the Ottoman Turks had no say in making peace. The Russians were not at Versailles either. They had already signed a peace treaty with Germany.

Conflicting Views. The meeting was a stormy one from the start. Both France and Britain blamed Germany for the war. So they wanted Germany to pay for the damage it had done and give up its colonies in Africa and Asia.

Groups that had once been part of the Austrian or Ottoman empires also attended the meeting. They wanted the peacemakers to recognize their countries as independent nations. The Allies were willing to do so, but they quickly found this was not an easy task. Many groups claimed the same lands.

The United States attended the conference too. It was represented by President Woodrow Wilson. He firmly believed that unless the agreement was just, there would be no lasting peace. At Versailles, Wilson called for an end to the arms race and to secret treaties between nations. He

wanted to set up an association, or league, of nations that would work out peaceful solutions to the disagreements between countries.

The Peace Treaty. After months of bargaining, the peace treaty of Versailles was finally completed. The treaty placed all blame for the war on Germany. As a result, Germany was forced to give up its colonies. It also had to pay for the costs of the war. The treaty also limited the size of the German army. The Allies wanted to make sure that Germany would never again be able to start another war.

The German people were outraged by the treaty. At first, their leaders refused to sign it. In the end, however, they were forced to accept the terms of the treaty.

Germany's allies were also punished. The Austro-Hungarian Empire was divided into several small countries. The

At the Versailles Peace Conference, Germany was blamed for the war.



Europe After World War I, 1923

Territories Lost

- By Germany
- By Austria-Hungary
- By Bulgaria
- By Russia
- By the Ottoman Empire
- Boundaries of 1923

ATLANTIC OCEAN

0 250 500 Miles
0 250 500 Kilometers



After the First World War, the map of Europe was redrawn. Name two countries that were carved out of the Austro-Hungarian Empire. Parts of what nations were created from the Ottoman Empire?

same was true of the Ottoman Empire. Some of the lands it had ruled became independent nations. France and Britain took over the rest.

All of Wilson's ideas were ignored, except one. The treaty did call for a League of Nations. With the League, Wilson was satisfied. Many other Americans, however, believed that their country's best hope for peace was to stay **neutral**. A neutral nation does not take sides.

In the end, the United States refused to join the League and sign the treaty. It

worked out a separate treaty with Germany and its allies several years later.

Changes in Russia

While the peacemakers debated, the Russians were in the middle of a civil war. Many different groups battled the Bolsheviks for control of the country.

By 1920, Lenin and the Bolsheviks had won. Soon after, they changed the name of the country to the Union of Soviet Socialist Republics, or the Soviet Union. The Bolsheviks also set up a new kind of

government. That government was based on the ideas of a man named Karl Marx. He had lived in Germany about a hundred years before.

Marx saw all of history as a struggle between workers and property owners. The reason for this struggle was that a few people owned banks, farms, factories, and other businesses and everyone else had to work for them. Marx argued that the struggle would end only when the workers owned all land and businesses. Only then would everyone be equal. The world would no longer be divided into owners and workers.

Marx favored a system of government called **communism**. It is a system in which the people own all land, factories, and businesses. The word *communism* means "common" or "belonging to all."

Lenin and his followers set up the first government based on Marx's ideas. They thought the revolution would quickly spread to other countries. To speed up the process, they offered to help workers in other countries start revolutions. However, the workers of Europe did not revolt as the Soviets had hoped.

Lenin died in 1924. After his death, another Communist named Joseph Stalin took control. He ruled the Soviet Union with an iron hand.

In a communist system, power is supposed to rest with the people. However, in the Soviet Union, only people who belonged to the Communist party had any say in government at all. As Stalin became more and more powerful, even faithful Communists were thrown into prison. Many others were killed. Stalin relied on



Joseph Stalin ruled the Soviet Union until his death in 1953.

secret police to get rid of anyone who disagreed with him.

Changes in Germany

In Germany too, the end of the war brought changes. Many Germans were angry that their country had been blamed for the war. They were also outraged that Germany had lost its colonies.

A group in Germany was able to take advantage of this anger to gain power. The group was called the National Socialist German Workers party. Its members were known as the Nazis (nā'tzēz). They were led by a man named Adolf Hitler.



Under Hitler, millions of Jews were arrested and sent to their death.

Hitler was a powerful speaker who seemed to hypnotize his audiences. Again and again, he told the German people that they were superior to everyone else. Therefore, they ought to rule the world. Hitler blamed all of Germany's problems on people he regarded as inferior: Jews, Communists, Gypsies.

At first, few people paid much attention to Hitler and his followers. Then a great depression hit Germany and many other countries of the world. A **depression** is a time when many businesses close, and people are out of work.

In 1932, over 40 percent of all German workers had no jobs. Factories were turning out only half as much as they had a few years before. Many looked for someone to blame for their troubles. Hitler gave them people to blame.

By 1933, the Nazis controlled Germany. Hitler had set up a **totalitarian** government, one that controls all aspects of its citizens' lives. He took charge of radio stations and newspapers. No one was allowed to speak out against the Nazis.

Some Germans spoke out anyway. They were thrown into prison or killed. Jews were singled out for special treatment. By 1935, they had no rights under the law. Nazi gangs burned and looted Jewish homes and businesses. Later Hitler tried to do away with the Jews completely. Thousands of Jews were herded into special prisons known as concentration camps. There they were killed.

Most Germans did not speak out when Jews and others were arrested. They shared Hitler's feeling that the Jews were inferior. Besides, they were caught up in Hitler's dream. He had promised to make Germany a powerful nation once again. He told the German people that they would soon rule the largest empire the world had ever known. To make that dream come true, Germany once again prepared for war.

Preparing for War

Germany was not the only country that was building an army in the 1930's. Other countries also saw war as a way of ending the Great Depression. They too were eager to build empires.

Japan. In the 1930's, a group of military leaders gained control of Japan. Like Hitler, they believed that they could solve their country's problems by building an empire. So in 1931, Japan attacked Manchuria, a part of China that was rich in coal, oil, and wheat.

When other countries protested, Japan left the League of Nations. Japanese leaders believed that no one would risk a war by coming to China's aid. No one did.

Toward World War II in Europe

- Axis Powers
- Axis-Controlled Lands, Sept. 1, 1939

0 250 500 Miles
0 250 500 Kilometers

ATLANTIC OCEAN



What country in Africa did Italy attack in 1935? What countries in Europe did the Axis powers control by 1939?

Italy. The Italians too were on the march in the 1930's. Italy at that time was ruled by a dictator, Benito Mussolini (be nē'tō mūs'ō lī'nē). Like the Japanese and the Germans, Mussolini wanted to build a great empire. He told the Italian people that his empire would be as large as the old Roman Empire.

In 1935, Mussolini began to carry out his plans. He attacked Ethiopia in East Africa. Like the Japanese, Mussolini was sure that no one would risk war by coming to Ethiopia's aid. No one did.

The Danger Grows. In 1937, Germany, Italy, and Japan signed a treaty. Known

as the Axis Powers, the three nations agreed to divide up the world among themselves. That year Japan invaded China. Six months later, Germany took over Austria and then marched into nearby Czechoslovakia.

Many people feared that there would soon be war. This time no one thought of war in terms of marching bands and cheering crowds. Instead, people searched desperately for ways to keep the peace. By 1939, however, leaders in many countries realized that peace was no longer possible. They could no longer stand by and watch as one nation after another fell under Axis rule.

To Help You Remember

1. (a) Why were the German people outraged by the Versailles Treaty of 1919?
(b) Why did the United States refuse to join the League of Nations?
2. (a) Describe the ideas of Karl Marx.
(b) What form of government is based on those ideas?
3. (a) Who was Adolf Hitler? (b) Why did he believe the Germans ought to rule the world?
4. (a) What did Germany, Italy, and Japan set out to do in the early 1930's?
(b) Why did the leaders of many countries realize that peace was no longer possible by 1939?

The Second World War

On September 1, 1939, shortly after midnight, Germany attacked Poland. Throughout the night, German planes bombed Polish cities and towns. By dawn, German tanks and trucks were roaring across the border.

Two days later, Britain and France declared war on Germany. The Second World War had begun. In the months ahead, battles would be fought not only in

Europe but also in Africa, Asia, and throughout the Pacific islands. Nearly 60 countries on 6 continents were drawn into the fighting.

Lightning War

When the war began, France and Britain expected it to be like the First World War. They dug trenches in preparation. Germany had other ideas, however.

When the Second World War began, Nazi planes and tanks struck with lightning speed. By the summer of 1941, much of western and northern Europe was in German hands.



The Germans planned to fight what they called a *blitzkrieg* (blitz krēg'), or lightning war. The Nazis struck with lightning speed. Within weeks, much of Europe had fallen to the Germans. By July of 1940, Great Britain was the only country in western or northern Europe that the Germans had not conquered.

Japan was attacking countries in Asia in a similar way. By the summer of 1941, the Japanese controlled not only much of China but also the present-day countries of Laos, Vietnam, and Kampuchea.

Many thought that nothing could stop the Axis nations. Then, in 1941, Germany and Japan made serious mistakes. Those mistakes changed the course of the war.

Hitler's Mistake. On June 22, 1941, Germany invaded the Soviet Union. It did so even though Hitler had signed a treaty with Stalin promising that the two countries would not fight each other.

By the middle of November, German troops were approaching Moscow. This time, however, the Russians did not burn Moscow and flee as they had when Napoleon invaded their country years before. Instead, everyone stayed to fight.

The same was true at Leningrad and other Soviet cities. In Leningrad alone, over a million people faced starvation when the Nazis surrounded it. Still the people of Leningrad did not give up. As a result, the Nazis had no easy victories in the Soviet Union. They were never able to break through the Soviet line of defense.

The Japanese Mistake. While the Germans were bogged down in the ice and



This Japanese photograph shows the bombing of Pearl Harbor in 1941.

snow of a long Russian winter, the Japanese prepared for a surprise attack. On December 7, 1941, they bombed a United States naval base at Pearl Harbor in Hawaii. The next day, the United States declared war on Japan. Soon after, Japan's allies, Germany and Italy, declared war on the United States.

Within months, the United States was shipping much-needed supplies to the Soviet Union, Great Britain, China, and other countries that were still fighting the Axis powers. Before long, thousands of American troops were on their way to Europe, Africa, Asia, and the Pacific.

The American War Effort. The war involved everyone in the United States just as it did in other countries. Both men and women joined the armed forces. Millions of others produced food, clothing, and



During the Second World War, thousands of women took jobs in factories. The work they did there helped the war effort.

On a damp morning in June of 1944, the greatest fighting force in history landed on the shores of Normandy.



medicine. They also built ships, planes, tanks, and trucks.

Few farms or factories in Europe had escaped bombing. Therefore, the Allies were depending on the United States to turn out enough supplies to win the war. By 1945, Americans had produced 300,000 planes, 100,000 tanks, and 2,500,000 trucks, as well as several thousand cargo ships. The nation also turned out thousands of machine guns, repeating rifles, and rounds of ammunition.

Never before had any country produced so much so quickly. Even more amazing was that Americans did so when millions of its workers were thousands of miles away fighting the war.

To get workers, factory owners hired and trained more women than ever before. They hired retired people too. Many were also willing to hire the handicapped for the first time. There seemed to be no limit to what people could accomplish if they were only given a chance.

Many resources were in short supply. So children collected metal pots, tin foil, newspapers, and old tires for recycling. Many others took part-time jobs in factories. Everyone did his or her share.

Toward Victory

By 1942, the Allies were slowly pushing back both the Germans and the Japanese. By 1944, the Allies controlled North Africa and Italy. They were also bombing Japan.

Victory in the West. In Europe, the Allies planned an invasion to free the continent from the Germans. It was led by Dwight

World War II in the West



ATLANTIC OCEAN



In 1944, Allied troops crossed the English Channel and invaded Europe from the west. Who attacked Germany from the east?

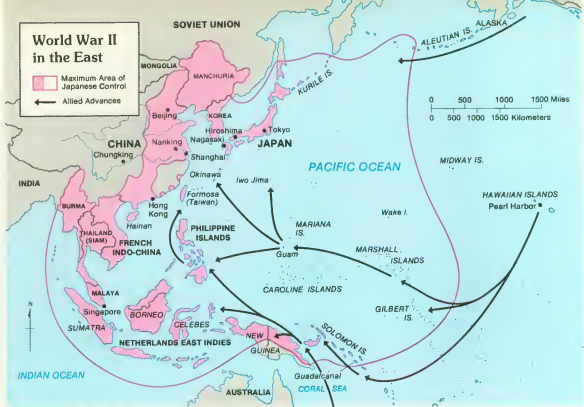
D. Eisenhower, an American general. Never before in history had so many people taken part in an attack.

The invasion began on June 6, 1944. The first day, 130,000 American, British, and Canadian troops landed on the beaches of Normandy in France. Within a month, the Allies had over one million soldiers in France. By August, Paris was free. By March of 1945, the Allies were in Germany. There they met the Soviets, who were attacking from the east.

Nazi Germany collapsed on May 8, 1945. Soon after, Hitler killed himself.

Victory in the East. Japan continued to fight after Germany fell. It looked as though there was no way to bring an end to the war in Asia. Then Harry Truman, the president of the United States, made a difficult decision. He decided to use the atom bomb against Japan.

The atom bomb was 2,000 times more powerful than any previous bomb. One atom bomb was dropped on the city of Hiroshima (hir'ō shī'mə) on August 6, 1945. Three days later, the Americans dropped a second bomb on Nagasaki (nā'gə sā'kē). Over 300,000 people were



The war in Asia lasted longer than the war in Europe. Name five Pacific islands that the Japanese controlled during the war.

killed by those two bombs alone. The Japanese knew they could not fight against such a weapon. On August 10, 1945, they surrendered.

Peace Again

The Second World War was the most terrible war the world had ever known. About 40 million people died. Less than half were in the armed forces. Twelve million people, including six million Jews, died in concentration camps.

When the war ended, many cities, factories, and businesses were little more than piles of rubble. In a very short time, people put up new factories and rebuilt roads and railroads. Their lives, however,

would never be quite the same again.

After the war, the Soviet Union saw to it that Communist governments came to power in North Korea and much of Eastern Europe. Before long, the world found itself caught up in a new kind of war. It was known as the cold war. On one side were the Communist nations, led by the Soviet Union. On the other side were the United States and its allies.

Each side tried to win over neutral nations with speeches, military help, and money to build factories. From time to time, the cold war led to small wars, but no one was willing to risk another world war. It seemed clear that the world could not survive such a war.

European Alliances, 1980's

- Western Nations
- Communist Nations
- Neutral Nations



After the Second World War, a new kind of war broke out. What two groups are trying to win over neutral nations in this war?

Many people felt this way even before World War II ended. So the Allies agreed to form a United Nations. It would be a place where all nations could work out their problems peacefully. This time the United States did not refuse to join. Instead, it served as a leader. Americans had learned that it was not possible to stay neutral in the modern world.

The war changed people's ideas about empires too. Many people no longer believed that one country had the right to rule another. In the years after the war, colonies on every continent would demand and win their independence. Since the war, over 50 colonies have become independent nations.

To Help You Remember

1. (a) How much of Europe did Germany control by 1940? (b) How much of Asia did Japan control by 1941?
2. (a) What mistake did the Germans make in 1941? (b) What mistake did the Japanese make that same year?
3. (a) What did the Allied troops do in 1944 to free Europe? (b) What did the United States do in 1945 to end the war with Japan?
4. (a) What is the cold war? (b) How is it fought?
5. (a) How did World War II change people's ideas about empires? (b) What happened to many colonies in the years after the war?

Chapter Review

Words to Know

- | | |
|---------------|-----------------|
| a. allies | d. neutral |
| b. depression | e. totalitarian |
| c. communism | |

Match each word in the list above with its correct meaning in the list below.

1. A time when many businesses close and people are out of work
2. A system of government in which the people own all land, factories, and businesses
3. A nation that does not take a side in conflicts
4. A government that controls all aspects of its citizens' lives
5. Nations that agree to help each other in times of war

Reviewing Main Ideas

1. How did each of the following help to bring about the First World War?
 - a. the race for empires
 - b. the search for allies
2. (a) What event drew the whole world into war in 1914? (b) What two events in 1917 helped to change the course of the First World War?
3. How did each of the following help to bring about the Second World War?
 - a. the Versailles Treaty of 1919
 - b. the beliefs of Adolf Hitler
 - c. empire building in Japan and Italy
4. (a) What event triggered the start of World War II? (b) What two major events in 1941 helped to change the course of World War II?
5. Why is the Second World War often described as the most terrible war the world has known?

In Your Own Words

Write two paragraphs. In the first paragraph, describe the beliefs of Karl Marx. In the second paragraph, tell how those beliefs influenced the communist system of government. The page numbers listed below tell you where to look in the text.

- the beliefs of Karl Marx (page 305)
the communist system of government (page 305)

Challenge!

Codes and ciphers are methods of writing a message so that only persons with a key can read it. During World War I, the British captured the keys to two German codes. They used the codes to read a number of secret German messages and to figure out how other German codes worked.

There are many different codes and ciphers. One common type of cipher works by rearranging the order of letters. Such a cipher would first divide the original message into 5-letter groups. Then it reverses the order of the letters within each group. To further confuse an outsider, extra letters called nulls can be used to fill out a 5-letter group. For example, the message READ THE CODE could be written TDAER DOCEH XXXXE. See if you can complete the following exercises.

1. Use the code above to write the following message: The Allies will launch their attack from Normandy.
2. Make up your own code. Then write a message. Give the message to several classmates and see if they are able to break the code.

Unit Review

Take Another Look

1. How are each of the following documents similar? (a) the American Declaration of Independence (b) the English Bill of Rights (c) the French Declaration of the Rights of Man
2. (a) Why did Americans declare their independence from Britain in 1776? (b) What country in Europe did the American Revolution influence?
3. (a) Who became emperor of France in 1803? (b) What country was he unable to conquer?
4. (a) Why did the rulers of Europe gather in Vienna, Austria, in 1815? (b) How were the beliefs of those rulers like those of Louis XVI?
5. Name at least three places to which dreams of independence spread after the peace conference in Vienna.
6. (a) What kinds of changes took place during the Industrial Revolution? (b) Where did it begin?
7. (a) How did an argument between two countries lead to the First World War? (b) Why did the world go to war again in 1939?
8. (a) What kind of government did the Russians set up at the end of World War I? (b) Describe the new kind of war that broke out after World War II.
9. (a) When did World War II begin? (b) What event caused England and France to declare war on Germany? (c) What event caused the United States to enter the war?
10. (a) How did World War II end in the West? (b) In the East?

You and the Past

Many people living in your community today lived there during the years World War II raged. A good way to find how the war affected your community is by interviewing some of those people. You might ask them how the war affected their lives and what they did during the war years. You might also ask what your community was like in the years between 1939 and 1945 and how it has changed since that time.

The following steps will help you prepare for the interview:

1. Make an appointment with the person you wish to interview.
2. Prepare a list of questions you want to ask. The more questions you ask, the more information you are likely to get.
3. Take notes as you conduct the interview. If you use a tape recorder, be sure to get permission from the person you are interviewing.

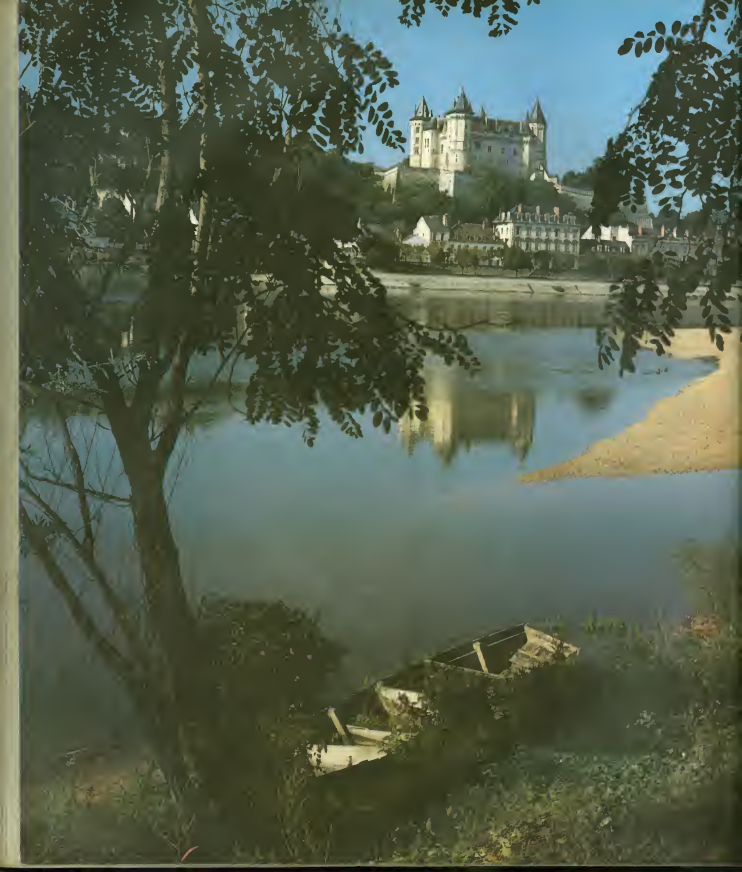




Unit Seven

The World Today: Europe

Europe has always had a great influence on world history. From the days of the ancient Greeks and Romans, European ideas and inventions have spread to other parts of the world. Today events in Europe continue to affect people near and far.



17

Western Europe

Western Europe stretches from the Atlantic Ocean in the west to the Rhine River in the east. France is the largest country in the region. In fact, next to the Soviet Union, it is the largest country in Europe. The other countries of Western Europe are much smaller than France. These countries include the Netherlands, Belgium, and Luxembourg.

During World War II, the countries of Western Europe fought against Italy and Germany. In 1951, however, delegates from the nations of Western Europe met with delegates from Italy and West Germany. At this meeting, they agreed to act as if they were a single nation when they were producing or selling coal, iron, and steel. Workers could move freely from the coal mines or steel mills in one country to those in the next. The agreement ended hundreds of years of fierce fighting for resources and markets.

The countries of Western Europe organized the meeting. Each has many factories, but none has all of the resources those factories need. So the nations of Western Europe must depend on trade to get the resources and other goods they need.

As You Read

As you read, look for ways trade continues to influence life in Western Europe. The chapter has three parts.

- Land and People
- France
- The Low Countries

Land and People

Land, climate, and other resources make a difference in the ways people live and work. So does a people's history. The way people lived long ago affects the way people live today. The people of Western Europe share both a land and a history.

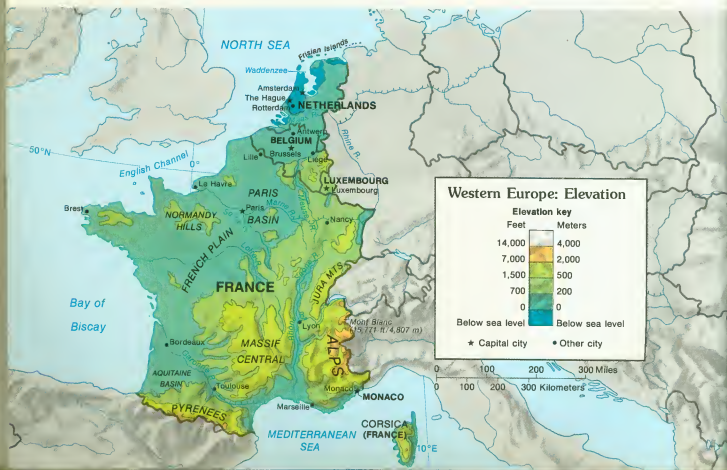
The Land of Western Europe

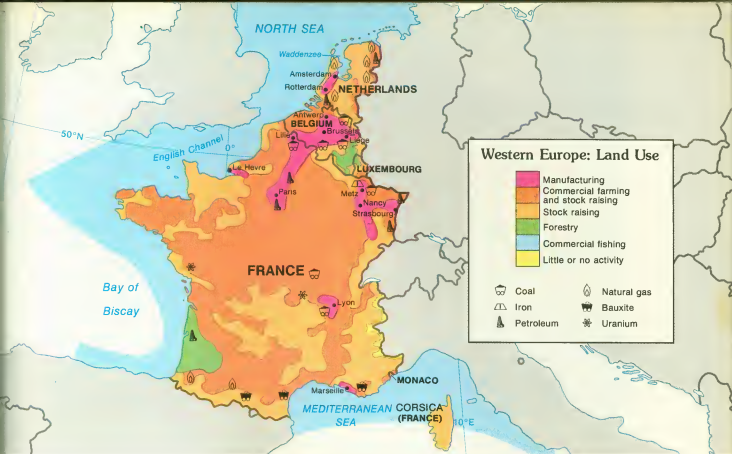
Flat plains and gently rolling hills stretch across much of Western Europe. This land is a part of the Great European Plain, one of the world's richest farming regions. South of the plain rise steep plateaus and the rugged mountain peaks of the Pyrenees and the Alps.

Once, great forests covered much of Western Europe. Today most of those forests are gone. Some were cut down to create more farm land. Others were destroyed by fire or war. Over the years, the people of Western Europe have learned to guard their remaining resources more carefully. They have also learned to make the most of the resources they have by trading with other nations.

Farm Land. The nations of Western Europe have some of the best soil in the world for farming. Few, however, have enough land to grow all of the food their

What countries make up Western Europe? Which country is the largest?





What kind of farming is done in Western Europe?

people need. So farmers set out to create more usable land. In southern France, for example, they carved terraces on the hill-sides. There they grow grapes and many other crops. In the Netherlands and Belgium, people drained shallow inlets along the coast to make more farm land.

The farmers of Western Europe also **specialize**. That is, they grow special crops that they can sell for profit. The French specialize in growing grapes for wine. The Dutch are known for their flowers and dairy products.

Rivers. Western Europe has more than good soil. It also has many rivers like the

Seine in France. The rivers are as important a resource as the farm land. For hundreds of years, rivers were the easiest way to transport goods and people. Even today the rivers of Western Europe are crowded with boats and barges. The rivers link inland cities and towns with the Atlantic Ocean, the North Sea, and the Mediterranean Sea.

Mineral Resources. Rich soil and good transportation have helped Western Europe prosper. However, most of these countries have only a few other resources. France and Luxembourg have iron but little coal. Belgium has coal but little iron.

The Netherlands has only oil and natural gas. So the people of Western Europe have long had to **import** resources. That is, they have had to buy resources from other countries.

Trade Agreements. In 1948, Belgium, the Netherlands, and Luxembourg decided to make trade easier. Each nation had resources that the others needed. So the three formed a group known as Benelux (ben'ə luks). The members of Benelux agreed to act as one country whenever they traded with each other.

In 1951, France began to see the advantage in a group like Benelux. So its leaders helped organize the European Coal and Steel Community. This group was so successful that its members formed the European Economic Community in 1957. It is better known as the Common Market.

Members of the Common Market sell resources and manufactured goods to one another without paying a **tariff**. A tariff is a tax on goods imported from another country. The tariff makes imported goods more expensive than those made at home. Tariffs help local industries grow, but they also raise prices and hurt trade.

Western European People

The people of Western Europe share more than resources and manufactured goods. They also share a history. The influence of events long ago can be seen in life throughout Western Europe today. The past affects many parts of modern culture including the languages people speak, their ways of making a living, and even the kind of government they have.

Languages. Most of the people in Western Europe speak French or Dutch. Where did those languages come from?

All of Western Europe was once a part of the Roman Empire. The French language spoken today grew out of Latin, the language of the Roman Empire. French is the language not only of France but also of southern Belgium. Northern Belgians speak Dutch.

Dutch is a Germanic language. In the 300's, German warriors invaded Belgium and settled in the northern part. Dutch grew out of their language. Belgium is still divided between the two languages. People in the north speak Dutch. People in the south speak French.

Ways of Making a Living. Many occupations in Western Europe date back to the Middle Ages. The Belgians, for example, have been weaving linen threads into cloth and making lace for hundreds of years. In the 1400's, both linen and lace were made by hand. Some people in Belgium still make lace by hand. Today most Belgian lace and cloth, however, are made by machines in large factories.

Many people in both Belgium and the Netherlands work as diamond cutters. Yet neither country has any diamond mines. How then did the Dutch and the Belgians become diamond cutters? In the 1800's, the Belgians ruled what is now the African country of Zaire (zā ir). The Dutch ruled South Africa. Both Zaire and South Africa have many diamond mines. Today these countries are independent nations, but the Dutch and the Belgians still cut diamonds that they get from Africa.



This lace maker in Brussels, Belgium, makes lace much as her ancestors did hundreds of years ago.



Many Dutch people work as diamond cutters. Diamonds are used in jewelry as well as in industry for cutting and grinding.

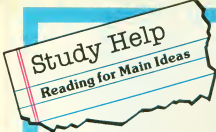
Government. The past affects the way people earn a living today. It also makes a difference in the kind of governments people have. Most governments in Western Europe were influenced by the democratic ideals of the French Revolution. That revolution took place in the late 1700's.

Today all of the countries of Western Europe have democratic governments in which a parliament makes the nation's laws. Only France has a president, however. In all of the others, royal families are still part of the government. These families do not have much power. Monarchs—kings, queens, or princes—just

represent their government at meetings and special ceremonies. They act as a link between a nation's past and present.

To Help You Remember

1. Name the four countries of Western Europe.
2. Name two ways farmers in Western Europe have increased their farm land.
3. (a) Why do the countries of Western Europe have to import resources?
(b) How do members of the Common Market work together?
4. How has the history of Western Europe affected (a) language, (b) ways of earning a living, (c) government?



Study Help

Reading for Main Ideas

Each chapter in this unit is about a different region of Europe. This chapter is about Western Europe. So far, you have read the first section called *Land and People*. This section describes Western Europe in general. That is, it tells about the geography, history, and ways of life shared by people of this region.

A good way to keep track of main ideas in the first section of this chapter is to turn each heading into a question. The questions will tell you what to look for as you read the paragraphs under each subheading.

Here are the headings for *Land and People* of Western Europe. Turn each heading into a question. Then look back in the chapter and supply at least two answers to each question. The first two headings have been turned into questions for you.

The Land of Western Europe (pages 320–322)

Question: What does the land of Western Europe look like?

Farm Land (pages 320–321)

Question: How do the people of Western Europe use their land for farming?

Rivers (page 321)

Mineral Resources (pages 321–322)

Trade Agreements (page 322)

Western European People (pages 322–323)

Languages (page 322)

Ways of Making a Living (page 322)

Government (page 323)

The rest of the chapter lists important facts about each country in Western Europe. As you read, continue to turn headings into questions which you then answer.



Much of France is covered with rolling, fertile plains. On this land, farmers grow enough food to feed the people of France.

France

The French people call their country beautiful France. It is easy to understand why. France is a land of rugged highlands, tree-covered hills, and golden plains. Yet France is more than just a beautiful country. It is also a very rich one.

A Center of Farming

Over 90 percent of the soil in France is fertile. So farmers can produce more than enough food for the people of their country. They sell part of it not only to other Common Market nations but also to countries in distant places.

The French countryside is dotted with hundreds of small villages. Many are centuries old. A typical village may have the

ruins of a fort or castle nearby. Often a small river flows through the village, winding its way to the sea.

Many villagers farm small plots of land. Some of these small farms have been owned by the same family for hundreds of years. These farmers work the land much as their ancestors did. For example, in the vineyards and orchards of southern France, most work is done by hand.

In recent years, the government has encouraged large farms. The biggest are on the rolling hills and plains of northern France. There farmers grow so much wheat that the area has been called the breadbasket of France. They grow potatoes and sugar beets too. There are also



Lorraine's iron ore makes that region a major steel producer.

many orchards and vegetable gardens in northern France. In the south of France and on the lowlands near the Bay of Biscay, farmers grow grapes. These are made into famous French wines.

The French also raise cattle and dairy cows. Much of the milk is used to make cheese. French cheeses, like French wines, are sold all over the world.

A Center of Industry

The countryside of France has more than beautiful old villages and rich farm land. France also has some coal and large deposits of iron ore. These minerals helped French industry grow in the 1800's.

Then, as now, the best and largest deposits of iron are in the northeast, in the part of France known as Lorraine. This is the iron and steel center of the country. There French mills turn out steel for

farming machines, railroad tracks, aircraft, trains, ships, and automobiles. Today France exports automobiles to countries all over the world.

Water power helped make France an industrial power too. Many fast-running rivers begin in the Alps and the Pyrenees and rush down into France. These rivers are used to make electricity for many factories in the south of France. Electricity that is made from the power of rushing water is known as **hydroelectricity**.

France's fast-running rivers have also helped the textile industry grow. Lyons, on the Rhone River, has long been famous for the beautiful silks it produces. Today the whole Rhone River Valley is the home of mills that turn out not only silk but also rayon, fine woolsens, and many other fabrics.

Paris

Paris is the capital of France in every way. It is the place where the French government meets. It is also the country's largest city and a center of industry. All major French roads begin or end in Paris.

The French people think of Paris as the most beautiful city in the world. Indeed they call it the city of light. Many people in other parts of the world would agree.

Millions of visitors travel to Paris each year. Some come to visit the museums. Others come to stroll along the Seine River, relax in the outdoor cafes that line the wide boulevards, or climb the Eiffel Tower. Long ago it was the tallest building in the world. Many of the people who come to Paris each year are shoppers. They come to Paris to purchase French



People from all over the world come to Paris to study French cooking.



A person in a wheelchair is taking part in a marathon race in Paris, France.

perfumes and high-fashion clothing.

The French have long been world leaders in the making and selling of luxury goods. For example, designers and clothing manufacturers from all over the world come to see the latest Paris fashions. Some pay thousands of dollars for these original designs. Others come for ideas. Many of the clothes sold around the world have been inspired by a design in a Paris fashion house.

Paris is more than just the capital of France. It is the center of French culture. People throughout the world admire that culture. They study French cooking, art,

fashion, and music. So Paris has become a city of light to people everywhere.

To Help You Remember

1. (a) Why has France become a center of farming? (b) Name two famous French farm products.
2. (a) What two resources have helped make France a center of industry? (b) What part of France is the center of the iron and steel industry?
3. (a) Why is Paris the capital of France in every way? (b) Give at least three reasons why millions of people travel to Paris each year.

The Low Countries

To the north and east of France lie three countries — the Netherlands, Belgium, and Luxembourg. They are often called the Low Countries because much of their land is low in elevation. In fact, much of it is below sea level.

The Netherlands

One of the most famous heroes in the Netherlands was a small boy. The child saved his country by keeping his finger in the crack of a dike until it could be repaired, so the story goes. Dikes are important to the Netherlands. Without them, two fifths of the country would lie beneath the waters of the North Sea.

The Struggle with the Sea. A dike is a broad wall of rock, sand, gravel, and clay. The Dutch began building dikes as early as the 1100's. They built the dikes to hold back the high tides that battered the Dutch coast.

Over the years, people also used the dikes to increase the size of the country. They built dikes around a part of the sea. Then they pumped out the water with windmills. The water flowed into a series of canals that wound through the countryside and later emptied into the North Sea. The process is still used today. The main difference is that electric motors have replaced the old windmills.

The Dutch are proud of the long, hard struggle they have won with the sea. They have added over 3,000 square miles (7,800 square kilometers) to their country. It is land that is very badly needed. The

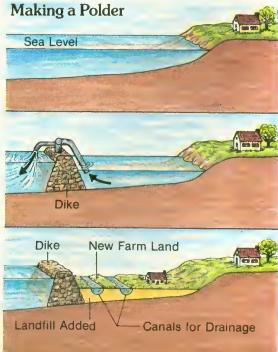
Netherlands is one of the most crowded countries in the world. The Dutch call the land they have drained **polders**. They use polders for buildings, roads, and farming.

Farming. Dutch farmers raise a variety of crops, including grains, potatoes, turnips, sugar beets, and carrots. Most of the land, however, is used for grazing. Dutch cows produce the milk from which the famous Dutch cheeses are made. They are sold to countries around the world.

The Dutch also grow many flowers. Fields of tulips, daffodils, irises, and hyacinths stretch as far as the eye can see. Each shade and type of tulip has its own name, often that of a famous figure from Dutch history. The flowers are also a cash crop. Dutch gardeners sell bulbs and seeds to people in many countries.

This drawing shows how a polder is made. Why are pumps needed?

Making a Polder





Tulips are one of the many crops that the Dutch grow on polders.

Industrial Resources. Flowers are a valuable and beautiful product. Far from beautiful but even more valuable are two other Dutch products—oil and natural gas. Both are used to heat homes, power machines, and make electricity.

The Dutch have large deposits of natural gas in the northern part of the country. They also pump oil and natural gas from under the North Sea. Many Common Market countries buy both products from the Netherlands.

The city of Rotterdam has become one of the world's largest oil processing centers. Crude oil from the North Sea and from Southwest Asia and Africa are refined in plants outside the city. Here the oil is made into a variety of petroleum products, including gasoline and other liquid fuels.

The Netherlands also has large shipyards, electronic factories, and even a huge steel mill. Yet the country has no iron and hardly any coal. The Dutch import the raw materials they need to keep their factories humming. As a result, hundreds of cargo ships pull into Dutch ports like Rotterdam every day.

Belgium

A plane can fly across the small crowded triangle of land that is Belgium in less than 20 minutes. Yet it too is a great center of industry and trade.

Many industries in Belgium are hundreds of years old. During the Middle Ages, the lace and cloth weavers of Flanders turned Belgium into the textile center of Europe. Today skilled weavers in Belgium continue to turn out beautiful

cotton, wool, and linen. Other workers in Belgium make machines, steel rails, and locomotives.

The people of Belgium **export**, or sell to other countries, many of the products they make. In return, the Belgians import raw materials for their industries and food for their people. The crowded country of Belgium with its sandy soil and land below sea level cannot grow all it needs to feed its population.

Luxembourg

Although Luxembourg is the smallest of the Low Countries, there is as much variety and beauty there as in any other country of Europe. It is a land of thick green forests and rolling plains.

Luxembourg is also a land of small farms. Farmers in Luxembourg grow

wheat, potatoes, oats, and rose plants. In the valley of the Moselle River, they also grow grapes for wine.

In the southwestern part of the country, the land is often called the red earth. There a layer of rich iron ore creates jobs for about one third of the country's workers. It also makes Luxembourg an important industrial nation.

Workers in Luxembourg produce more steel per person than the workers of any other nation in the world. These workers are also among the highest paid. Steel production accounts for 70 percent of the industry of the country. Almost all of this steel is sold to other Common Market countries.

Luxembourg, like other countries in Western Europe, has learned to make the most of its resources. It has also learned the value of trade. Trade helps people throughout Western Europe get the goods and resources they cannot produce for themselves.

These grape harvesters are wearing traditional Luxembourg dress.



To Help You Remember

1. (a) Why are the Netherlands, Belgium, and Luxembourg often called the Low Countries? (b) What have the people of the Netherlands done to increase the size of their country?
2. (a) Name two industrial resources that the Dutch export to other countries. (b) Name two industrial resources that the Dutch import from other countries.
3. (a) What industry in Belgium is hundreds of years old? (b) Why must the Belgians import food?
4. What resource has made Luxembourg an important industrial center?

Chapter Review

Words to Know

1. (a) When a country *imports* goods, it _____.
(b) When a country *exports* goods, it _____.
2. (a) What is a *tariff*? (b) How does it affect the price of imported goods?
3. (a) What is a *dike*? (b) What do the Dutch call land that they have drained?
4. Farmers who *specialize* grow special crops for (a) profit (b) their own use.
5. *Hydroelectricity* is electricity that is made from the power of _____.

Reviewing Main Ideas

The following is a list of main ideas about the region of Western Europe. For each country listed, supply at least one detail that adds to or supports the main idea. To find details, look in the section entitled *Land and People* as well as in the sections that describe each country.

1. Few of the countries of Western Europe have enough land to grow all of the food their people need.
 - a. Belgium
 - b. the Netherlands
2. Western Europe is a center of industry.
 - a. France
 - b. Luxembourg
3. Trade is very important to the countries of western Europe.
 - a. France
 - b. the Netherlands
 - c. Belgium

In Your Own Words

Use your list of details to write a paragraph about one of the main ideas listed in the preceding activity. The model at the beginning of the next column will help.

Few of the countries of Western Europe have enough land to grow all of the food their people need. For example, in Belgium, _____. In the Netherlands, the Dutch _____.

Challenge!

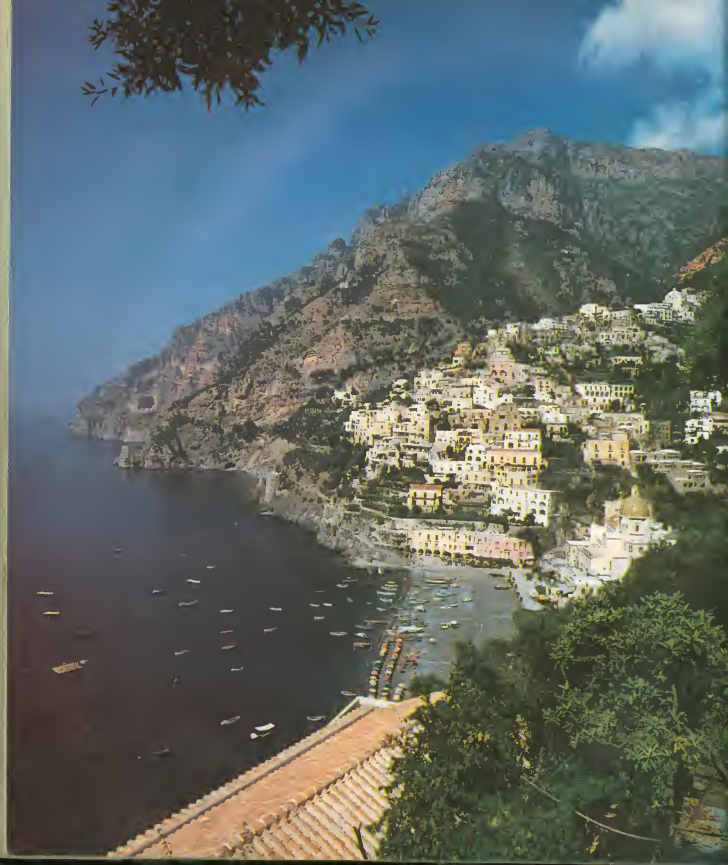
Find out about the Common Market and how it works. Use newspaper and magazine articles to help gather information. Write a report that includes answers to these questions:

1. What countries belong to the Common Market today?
2. How are the countries of the Common Market working together to establish a United States of Europe?
3. What problem is the Common Market facing today?

End your report with your ideas about how these problems might be solved.

Things to Do

1. In some ways, the governments of France, Belgium, and the Netherlands are alike. In other ways, they are different. Use an encyclopedia to find out more about the governments of those three nations. Make a chart comparing the three governments. After completing the chart, list ways the governments of the three nations are similar and ways they are different.
2. Imagine you work for a tourist agency in France, Belgium, or the Netherlands. Make a travel brochure encouraging people to visit one of those countries. Your brochure should include a description of the country and list interesting places and important landmarks people might enjoy visiting.



18

Southern Europe

Southern Europe is made up of three large peninsulas and dozens of islands. All of them are bathed in the warm waters of the Mediterranean Sea. For hundreds of years, that sea was the busiest water route in the world. During those years, many cities along the Mediterranean became centers of trade.

Then, in the 1400's, daring Portuguese and Spanish sailors began to explore the oceans. They found many new routes to distant lands. These new routes meant that traders could travel from Europe to Asia and back again without crossing the Mediterranean Sea. As a result, fewer and fewer ships pulled into Mediterranean ports. As the Mediterranean Sea became less important to world trade, life throughout Southern Europe began to change. Those changes affected every country in the region.

As You Read

As you read the chapter, look for new ways people in Southern Europe earn their living today. Look too for older ways that have become more and more important in recent years. The chapter is divided into four parts.

- Land and People
- The Iberian Peninsula
- The Italian Peninsula
- The Balkan Peninsula

Land and People

The three peninsulas that make up Southern Europe have much in common. Each peninsula was once the center of a great civilization. Each also looks out on the Mediterranean Sea. Its deep blue waters have long shaped life throughout the region. So have the tall mountains and steep hills that cover much of Southern Europe.

The Land of Southern Europe

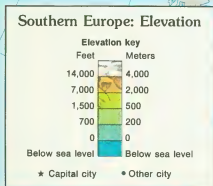
Southern Europe has always had more people than its land could support. Over 3,000 years ago, the ancient Greeks were already importing food from other countries. Little has changed over the years.

People in Southern Europe still have to import much of their food or take it from the sea.

Along the Sea. The sea is an important resource in the land-poor countries of Southern Europe. Every morning for thousands of years, fishing boats have pulled out of the tiny villages that line the coast of the region. They return each night loaded with tuna, cod, and sardines.

Even those parts of Southern Europe that do not lie directly on the sea are affected by it. The sea shapes much of the region's climate. Southern Europe has a **temperate** climate. Warm breezes off the

Tall mountains and steep slopes cover much of Southern Europe. What is the elevation of the highest land in Southern Europe?



water cause rainy but mild winters. Summers are hot, dry, and sunny.

Farming is difficult all year long. In summer, the hot sun dries out the soil. In winter, the rains wash away the fertile topsoil. Therefore, many farmers in Southern Europe grow crops that do not need much water. They plant olive and lemon trees. They also plant grapes. Grape vines have long roots that reach deep into the soil to find water. These long roots also keep topsoil from washing away.

In the Mountains. Finding land flat enough to plant grapes and other crops is not easy. Mountains cover much of Southern Europe. Over four fifths of

Greece and Yugoslavia is mountainous. So everywhere farmers use the hillsides as fields. Like the French, they have built terraces on the slopes of hills and mountains. On land too steep for farming, many people graze goats and sheep.

In many parts of the world, mountains are rich in resources. The mountains of Southern Europe are not rich, though they have some resources. Spain has iron ore. Several countries have copper. In fact, Yugoslavia has the largest copper reserve in all of Europe. There is some lead in Greece, coal in Bulgaria, and uranium in Portugal. However, no country has all of the resources needed to build industry. So most raw materials have to be imported.

Although Southern Europe is not rich in resources, it does have some important minerals. What are they? Where are they found?



Few countries in the region can produce enough food either. They must import wheat, dairy products, and other goods.

The people of Southern Europe need money to buy imported goods. Yet countries in the region have little they can sell for cash. So in recent years, many countries in the region have started factories. They have also been encouraging tourists to visit their countries.

Millions of tourists from all over the world flock to beaches along the Mediterranean each year. Many tourists ski in the mountains of Southern Europe. Tourists also come to marvel at the ruins of the civilizations that once flourished there. The money tourists spend helps pay for

imported food and resources. It also provides jobs for millions of people.

Southern European People

For centuries, trading ships and fishing boats have crisscrossed the Mediterranean. For almost as long, traders have been carrying ideas and goods through passes in the many mountains of Southern Europe.

Exchanging Ideas. Many ideas began in faraway places. For example, Italian traders learned the secret of making silk over 700 years ago from traders in Southwest Asia. Traders in Southwest Asia in turn learned the secret from the Chinese. By the 1200's, Italy was the center of silk

In Spain, as in many parts of Southern Europe, fishing is an important industry.



Artisans in Italy spend many hours printing beautiful designs on silk.



making for all of Europe. Today the Italians are still known for their beautiful silks and other fine cloth.

Spain is famous for its oranges. They are not native either. They were brought to Spain by the North Africans who conquered the country over 1,100 years ago.

Language. Traders were not the only people who brought goods and ideas across the mountain passes of Southern Europe. Many invaders also traveled those routes. They brought their languages with them. For example, the Romans once ruled all of Southern Europe. Today many people in the area speak languages based on Latin. These languages include Italian, Spanish, Portuguese, and Romanian. Other people speak the languages of other conquerors. They speak Greek, Turkish, and many Slavic languages.

A few have managed to keep their own language alive despite years of conquest. Many of these people live in tiny valleys tucked in the mountains of Southern Europe. Among them are the Basque (bask) people in northeastern Spain. They have been under Spanish rule for over 500 years. Yet they have kept alive not only their language but also their customs.

Government. The Basque people are fiercely independent. So are other people in Southern Europe. Each has been conquered too many times to take freedom for granted. They do not always agree, however, on the best way to keep it.

Spain is ruled by a king and a parliament. Italy and Portugal are democratic

republics. So is Greece. Greece is one of five countries on the Balkan peninsula. The other four — Albania, Bulgaria, Yugoslavia, and Romania — have communist governments much like that of the Soviet Union.

Even within countries, people do not always agree on what kind of government is best. Over the years, these disagreements have led to many revolutions and civil wars. The idea that people can rule themselves began in Southern Europe. Yet some people in the region still long for a strong king or queen who will tell them what to do. Others favor a communist government. So the quarrels continue.

The quarrels can be especially bitter in countries like Spain that is home to several groups of people, each with its own language, customs, and traditions. Many of these groups long for independence. Others simply want to keep alive their own way of life.

To Help You Remember

1. Name three things the peninsulas of Southern Europe have in common.
2. (a) Describe the climate of Southern Europe. (b) How does the climate of the region affect farming?
3. How do the mountains of Southern Europe differ from mountains in many other parts of the world?
4. (a) Why do many people in Southern Europe speak languages based on Latin? (b) What are these languages?
5. (a) How are the governments of Italy, Portugal, and Greece alike? (b) How are the governments of Albania, Bulgaria, Yugoslavia, and Romania alike?

Study Help

Reading for Facts

The first section of this chapter lists many problems and challenges that Southern Europeans face. It also describes ways Southern Europeans have met those challenges.

Below are some problems that Southern Europeans have faced over the years. For each problem, list solutions the people of Southern Europe have worked out. The page numbers tell you where to look in the text.

1. Since ancient times, Southern Europe has had more people than its land could support. (page 334)
2. Farming is difficult all year long. In summer, the hot sun dries out the soil. In winter, the rains wash away the fertile topsoil. (page 335)
3. Finding land flat enough to plant grapes and other crops is not easy. (page 335)
4. The mountains of Southern Europe are not rich in resources needed to build industries. (page 335)
5. The countries have little they can sell to other countries. (page 336)

As you read about each country of Southern Europe, continue to look for ways Southern Europeans have met challenges and worked out solutions.



The Iberian Peninsula

The Iberian Peninsula lies farther west than any other part of Southern Europe. It also lies farthest south. In places, Africa is less than ten miles (16 kilometers) away. So people on the peninsula were among the first to look beyond the Mediterranean Sea. They were the first to sail into the stormy Atlantic.

Portugal

In the 1400's, daring Portuguese sea captains boarded sturdy ships and set out on voyages of discovery and later conquest. Although Portugal's days of empire building are over, the sea continues to be an important resource to its people.

Many Portuguese earn their living from the sea. They sail their boats into the open waters of the Atlantic Ocean in search of tuna and cod. They catch sardines and anchovies along the Mediterranean coast.

The Portuguese **process** much of the fish they catch. That is, they prepare it so that it can be sold as food. Then they export canned or dried fish to many countries. The Portuguese also eat much of the fish they catch. Fish is an important resource in a country where only a small part of the land is suitable for farming.

Much of Portugal is too hilly or dry to farm. So most farmers grow grapes for wine in river valleys that cut across the highlands. The fertile valley of the Douro River, for example, has many vineyards.

Farmers along the Tagus River plant wheat and rice. In the nearby highlands, they graze cattle. Farther south, farmers grow oranges, lemons, figs, and almonds.



This worker is drying cork from the oak forests of Portugal.

They also raise hogs and sheep. Almost everywhere farmers tend olive trees.

On hillsides too steep for other crops, many farmers have found a cash crop in the forests. It is the cork oak tree. Its bark has been an important export for hundreds of years. Cork is used in the soles of shoes, linoleum, and other goods.

Today many Portuguese farmers are leaving their villages to live in Lisbon and other Portuguese cities. They hope that they will be able to make a better living in the city than they can from the land. Some find work processing cork and olive oil. Others make wine or pack sardines.

The government of Portugal is trying to build other industries as well. As a result, some Portuguese have jobs making steel, building ships, and turning chemicals into useful products.



Madrid is the capital of Spain. Like many other Spanish cities, it attracts people from all over the country.

Tourism has also become a big business in recent years. Many people spend their vacations in Portugal. Their visits have opened thousands of new jobs.

Spain

Like Portugal, much of Spain is also very dry. It too has many hills and mountains. Most of the country is covered by a high plateau called the Meseta (mə sāt'ə). In some places, it is flat. In others, it is cut by mountains and hills.

Dry grasslands stretch almost endlessly across the Meseta. On these grasslands, the Spanish graze cattle, sheep, and goats. Wherever there is a little rain, farmers in the north plant wheat and barley. In the south and east, they grow lemon and orange trees. Many farmers tend olive

groves. Like the Portuguese, they also strip the bark of the cork oak tree and grow olives for export.

Everywhere farming is difficult. Even in places where there is enough rain for crops, there are often long dry spells when crops wither and die.

Irrigation and other modern farming methods could help. So could better seeds and the use of fertilizers. They are, however, expensive. So many Spanish farmers continue to work much as they always have. Every morning they climb into their donkey carts and travel the dirt roads between their villages and their small plots of land. There they plow, plant, and harvest their crops much as their ancestors did. Every year thousands give up. Men and women leave their small villages

and move to Spanish cities, like Madrid, in search of jobs and a better way of life.

Many industries have grown up in Spain since World War II. Factories there make everything from leather shoes to iron and steel. Tourism is also booming. Millions of vacationers are drawn to Spain's sunny beaches. They also come to visit the ancient castles and museums.

The Italian Peninsula

For centuries after the fall of Rome, Italy was divided into dozens of small city-states. Today the Italian Peninsula is united into one country. That country, Italy, is the richest nation in Southern Europe. It also has the most industry. Yet Italy has very few of the resources factories need. It must import coal, iron, oil, and copper. How then have the Italians been able to build industry? The answer lies in the Alps, the tallest mountains in Europe.

Wealth in the North

Many rivers start high in the Alps and then tumble to the sea. The power of the rushing streams can be used to make electricity. The Italians have built many power stations along these rivers. They supply cities in the northern part of the country with inexpensive hydroelectric power.

Today over half the people in Italy live in the northern part of the country in the Po River Valley. Every year many more arrive. They do not come to farm even

To Help You Remember

1. Where is the Iberian Peninsula?
2. (a) Why is the sea important to the people of Portugal? (b) Why is farming difficult in Portugal?
3. How are Spain and Portugal alike?
4. Why do many Spanish farmers leave their villages and move to the cities in search of work?



The Po Valley in northern Italy lies in the foothills of the Alps. The valley has the best farm land in the country.



Business people stroll leisurely through this enclosed walkway in Milan.

though the valley has the best farm land in all of Italy. They come to take jobs in the cities.

Milan, Turin, and Genoa are the three largest cities in the north. Each has helped Italy become an important industrial nation.

Milan is Italy's most important trade and banking city. Many companies that do business throughout Italy have headquarters there. The city is a center for advertising and publishing as well. It is also the place where business people go when they need to borrow money.

It takes less than two hours to travel by car from Milan to Turin. Yet visitors who

make the trip often feel as if they are entering another world. Milan has many modern buildings, while Turin looks much as it did centuries ago. Yet Turin is Italy's industrial capital. Over 20,000 factories are located there. The largest of these makes automobiles. Other factories produce everything from clothing and leather goods to chocolate candy.

Genoa is Italy's busiest port. Ships from Genoa carry cotton, silk, olive oil, and wine to cities around the world. They bring back coal, grain, meat, and metals. Some of these goods are promptly shipped by highway or railroad to Milan, Turin, and other cities in the Po Valley. Other goods are processed in Genoa. The city has oil refineries, steel mills, and many textile factories. It looks very different from the way it looked in the days when young Christopher Columbus played by the waterfront.

The South

Southern Italy has few industries and very little good land for farming. The south is hillier and drier than the north. For many years, thousands of workers have been leaving the south to take jobs in the north.

The government has started a number of programs to help the people of the south. Many of these programs aid farmers. Some teach modern farming methods. Others provide farmers with water for irrigation or loans for tractors and other equipment. The government has also built a few industries in the south, including an automobile factory and a large steel mill.



Thousands of tourists visit Vatican City every year. St. Peter's Church, the largest church in the world, rises in the background.

Rome

Rome is the capital of Italy. In ancient times, it lay at the crossroads of every major land route in Italy. Today all roads no longer lead to Rome. Yet the city is still important to Italians and to people throughout the world.

Rome is a busy manufacturing and trading center. Factories there turn out textiles and processed food. The city is also a center of fashion and filmmaking.

Rome is important for another reason too. Every year thousands of tourists flock to Rome. They come to marvel at the ruins of ancient temples and enjoy the beauty of its old churches and palaces.

They also come to visit Vatican City. It is the headquarters of the Catholic Church. So it is a center for Catholics everywhere.

To Help You Remember

1. (a) How have the Italian people used the rivers of the Alps to build industry? (b) Where are most industries in Italy located?
2. (a) Why do many Italian workers leave the southern part of the country to take jobs in the north? (b) How has the government tried to help the people of southern Italy?
3. Name two reasons tourists flock to Rome every year.

The Balkan Peninsula

The word *Balkan* comes from a Turkish word for mountain. The Balkan Peninsula is the most mountainous part of Southern Europe. It is also the part of Europe that has been conquered more than any other.

Today the countries of the Balkan Peninsula are all independent nations. Many people there are determined to keep it that way. They have chosen different ways of doing so. A look at the two largest countries in the Balkan Peninsula, Greece and Yugoslavia, tells much about the peninsula.

Greece

Even in ancient times, Greece was not an easy place to make a living. It is still not. Today, however, the Greeks are looking for new ways of using the land and its resources.

A Greek Village. A Greek farm village today looks much the way it did hundreds of years ago. Families live in small houses with tiled roofs, whitewashed walls, and windows decorated with flower boxes.

Most families in the village have a few goats that they raise for milk. The women make some of the goats' milk into a cheese called feta. They also weave blankets and colorful rugs on hand looms. These will later be sold in the market.

Each family in the village farms several small plots of land on the hills nearby. On this land, the families grow tobacco, grains, fruits, and vegetables. They also raise grapes for wine and tend olive trees. Tilling the rocky soil is backbreaking work. Yet, even with hard work, it is difficult to make a living. So every year many go to the cities to find work.

Family life is important to most Greek villagers. In this photograph, family members gather for a celebration.



Athens. Athens is the capital of Greece and its largest city. Today about one fourth of all Greeks live in or near Athens. Many of them have recently moved from small farming villages.

Many find work in the shipyards. Others become sailors. Shipping is an important industry in Greece. Greek ships carry goods to many parts of the world.

Other workers in Athens make machinery, cloth, and glass in factories. Many people work in the tourist industry. As in other parts of Southern Europe, tourism is a big business. Millions of people come to see where Greek civilization began. Tourism is the most important industry in all of Greece. People there have turned the past into an important resource.

Yugoslavia

Like Greece, Yugoslavia is covered by hills and steep mountains. Only the valley of the Danube River can be farmed easily. Therefore, most people in Yugoslavia live there.

Like Greece, Yugoslavia has been conquered many times. Yugoslavia did not become a nation until after World War I. It lost its freedom again during World War II, when the Germans invaded the country. Today Yugoslavia is once more an independent nation. It is determined to stay that way.

Like the Greeks, the Yugoslavs are also building up industry. They too are looking for ways to help farmers. They have, however, chosen a different way to do so. The Greeks have a democratic form of government. In Yugoslavia, a communist government was set up after World War II.



Ships are a common sight in Athens, Greece's largest port.

At first, the government took over many farms owned by individual families. It then combined a number of these farms into one large **collective farm**. The families who lived on these farms jointly owned the land. They shared the work and the profits. The government also set up a few **state farms**. It owned these farms. The people who worked on them got paid just like factory workers do.

Farmers in Yugoslavia were very angry about the changes. They preferred to work for themselves. The government noticed that farmers who worked their own land produced more than those who worked on collective or state farms.

In time, the Yugoslav government gave up the idea of collective and state farms. Instead, it let farmers keep their own



Yugoslavian workers process milk in this modern factory.

land. The government even helped them produce more by lending them money for machinery and better seeds.

After World War II, the government also took over factories in Yugoslavia. It then tried to set up a factory system like the one in the Soviet Union. In the Soviet Union, the government chooses managers and tells them what to do.

Yugoslav workers did not like the new factories any better than farmers liked collective farms. Once again the Yugoslav government had to change the system. Now each factory has a council of workers. The council chooses managers, sets prices, and decides on salaries. The new system works better for Yugoslavs than the one the Soviets use.

Today Yugoslavs are able to produce much of the food they need. They are also making good use of the country's mineral resources. Unlike Greece, Yugoslavia has bauxite, lead, zinc, and mercury. The government is building factories to process

these resources. It is also exporting some to other nations.

At first, the Yugoslavs relied heavily on the Soviet Union. It provided them with ideas, equipment, and money. Many began to worry that by accepting so much help, Yugoslavia would lose its independence. Josip Broz Tito (tē'tō), the nation's first Communist leader, argued strongly that "everyone shall be a master in his own house." By that, he meant that outsiders have no right to tell the people of a country what to do.

Tito died in 1980. Other Communists are running the country now. Like Tito, they are careful to run it in a way that works best for Yugoslavia, not for the Soviet Union. As a result, the Yugoslavs have often been at odds with the Soviet Union.

The Yugoslavs have tried to be friendly with many nations, but they do not want to be too closely tied to any one nation. They have had to fight hard for their independence. They do not take it for granted.

To Help You Remember

1. (a) Why do many Greeks leave their small villages to find work in the cities?
(b) Name three kinds of jobs people find in Athens.
2. How are the governments of Greece and Yugoslavia different?
3. (a) Why are there no longer any state or collective farms in Yugoslavia?
(b) How are factories in Yugoslavia run today?
4. Why have the Yugoslavs often been at odds with the Soviet government?

Chapter Review

Words to Know

1. When the Portuguese *process* fish, they (a) eat it as it is, (b) prepare it so it can be sold as food.
2. How was a *state farm* different from a *collective farm* in Yugoslavia?
3. What is a *temperate* climate?

Reviewing Main Ideas

1. Answer the following questions. They will help you pick out the main ideas of the chapter. Look for answers in the section entitled *Land and People*.
 - a. What problems do Southern Europeans face because of the climate and the mountains?
 - b. Why is the sea important to Southern Europeans?
 - c. How do countries in Southern Europe get the raw materials they need to build industry?
 - d. How has tourism helped the people of Southern Europe?
2. In recent years, many countries in Southern Europe have started factories. For each country you studied, describe one new industry that has opened up many jobs.

In Your Own Words

Write a paragraph about *one* of the peninsulas in Southern Europe. In your paragraph, tell how the regions or countries of that peninsula are alike and how they are different.

The Iberian Peninsula: Portugal and Spain
The Italian Peninsula: Northern Italy and Southern Italy
The Balkan Peninsula: Greece and Yugoslavia

Challenge!

1. Using the information and the maps in this chapter, write three sentences that describe a country in the chapter. For example,

This country is the richest country in Southern Europe.

It has many hydroelectric power plants along its rivers.

The industrial capital of this country is Turin.

Then ask members of your class if they can identify the name of the country you have described. What is the name of the country described above?

2. Every country has its own heroes. Prepare a report about such a person from one of the countries you have read about in this chapter. Tell why he or she is admired. Use an encyclopedia or a library book to locate the information you need. Share your report with your classmates.

Things to Do

1. Earlier in this book you read about the civilizations of the ancient Romans and ancient Greeks. Use this text or another source to write a report about *one* of these civilizations. In your report compare life long ago in Italy or Greece with life today.
2. The countries of Southern Europe are frequently in the news. Choose one country in Southern Europe and collect articles from newspapers and magazines that tell about challenges people in that country face today. Present your information to the class in the form of a news broadcast.



19

Central Europe

Central Europe stretches from the Rhine River in the west to the plains of Hungary and Poland in the east. It reaches from the Baltic Sea in the north to the Alps and the Balkan Peninsula in the south.

Central Europe is in many ways the crossroads of Europe. For centuries, both traders and invaders have passed through Central Europe on their way to Russia or Western Europe. Others have sailed down the many rivers that flow through Central Europe.

Life at a crossroads is never peaceful. Central Europe has been a battleground many times. Each war has brought many changes. Some of those changes affected national boundaries. Some people found themselves living in countries that had never existed before. Other people found themselves living in what was once a neighboring country. Wars have also brought other changes to the people of Central Europe. Those changes too still affect life throughout the region.

As You Read

As you read, look for ways the wars have affected life throughout Central Europe. The chapter is divided into four parts.

- Land and People
- Two Germanies
- Communist States
- The Neutral Nations

Land and People

People have been coming to Central Europe for many hundreds of years. Some have come to trade. Others have come to conquer. Many have stayed in Central Europe to make the land their own.

The Land of Central Europe

Central Europe has always had much to offer settlers. In places, it has green river valleys and clear blue lakes nestled between rugged mountains. It also has broad fertile plains. Beneath the earth lies a treasure house of mineral wealth.

Mountains. The snowy peaks of the Alps tower above three Central European nations—Austria, Liechtenstein, and Switzerland. The people of these countries have long been using the mountains as a resource. They graze goats on mountain pastures. They also produce electricity from the many rivers that rush down the mountains. The electricity provides power for businesses and homes.

There are also many hotels in the mountains. Thousands of people stay at these hotels while they ski in the Alps.

Central Europe is blessed with rich soil and many natural resources. What countries in the region have large deposits of coal?





The Rhine River in West Germany is one of Central Europe's great waterways. Barges like the one shown above travel the river daily.

Plains. North of the Alps is a vast plain. It is a part of the Great European Plain, which stretches across Western Europe. That plain also covers much of Poland, Hungary, and both East and West Germany. The best soil in Central Europe lies on this plain.

Most farmers in Central Europe live near one of the many rivers that wander across the plain. Three of these rivers have served as highways for hundreds of years. They are the Danube, the Rhine, and the Ruhr. Each is linked to many smaller rivers and canals. Every day flatboats called barges travel up and down the rivers and canals. They carry wheat,

automobiles, and other goods from one country to another.

Resources. The barges also carry many of the region's mineral resources. One of the most important of these resources is coal. Poland and West Germany have the largest coal supply in Europe. West Germany also has large deposits of iron ore.

There are many other mineral resources in Central Europe as well. Hungary has bauxite, which is used to make aluminum. East and West Germany both have large amounts of potash. Potash is used to make fertilizer. Uranium is mined in East Germany and Czechoslovakia.



*Central Europe is a land of steep towering mountains and low rolling plains.
What countries are a part of Central Europe today?*

Central European People

Central Europe is sometimes called the land the Romans never conquered. In ancient times, the western part of the region was the home of many German-speaking groups. Some of these groups later moved into the Roman Empire. It was they who brought about the fall of Rome over 500 years ago.

Groups that spoke Slavic languages like Polish or Russian lived in the eastern part of Central Europe. These people originally came from Russia or central Asia. Like the Germans, they were not united. Each Slavic group had its own leaders, customs, and traditions. Although they all spoke similar languages, they could not easily understand each other.

From Kingdoms to Empires. By the Middle Ages, Central Europe was divided into hundreds of tiny kingdoms. Some were ruled by German kings and princes. Others had Slavic rulers. In time, a few of these rulers built great empires in the region. The largest and the most long-lasting was the Austro-Hungarian Empire. For 700 years, the Austrians ruled not only much of Central Europe but also parts of Southern Europe. By the 1700's, the Germans and the Russians were also competing for land in Central Europe.

In 1772, Russia, Austria, and the German kingdom of Prussia each took a part of Poland. For the next 146 years, the name *Poland* disappeared from world maps. However, the people of Poland did

not forget their country. They continued to work for the day when they would have an independent nation again. So did many of the other groups who lived under Austrian, Russian, or German rule.

World War I. World War I could have begun in almost any part of Central Europe. Many Slavic groups within the Austro-Hungarian Empire were pushing for independence. A member of one of those groups shot the nephew of the emperor. It was no accident that his group had Russian support. The Russians are also a Slavic people. More important, they were eager to win more land in Central Europe.

Austria's most important ally in the war was Germany. Both are German-speaking nations. Both too were determined to keep the Russians from taking more land in Central Europe.

World War II and After. After the war, the Austro-Hungarian Empire was divided into many different nations. One new nation was the Republic of Austria. Among the others were Hungary, Poland, and Czechoslovakia. Independence, however, did not last long. Within 20 years, German armies were on the march again. Poland fell first. Then the Germans moved into Czechoslovakia. Like World War I, World War II began in Central Europe.

During World War II, the fighting in Central Europe was mainly between the Soviets and the Germans. When the war ended, the Soviets were determined to keep control of the region. They quickly



The Polish people of today are proud of their history and their country.

took over Hungary, Poland, Czechoslovakia, and East Germany. Today those nations are independent but closely linked to the Soviet Union.

To Help You Remember

1. (a) What mountains tower above three Central European nations? (b) Name two ways people in these nations use the mountains as a resource.
2. What plain covers much of Poland, Hungary, East Germany, and West Germany?
3. (a) What three rivers crisscross the region? (b) Name one way people of Central Europe use those rivers.
4. (a) What countries have the largest coal supply in Europe? (b) Name at least two other mineral resources found in the region.
5. (a) What caused the outbreak of World War I? (b) Who took control of much of Central Europe after World War II?

Study Help

Comparing Maps

Over the years, the map of Central Europe has changed many times. Here are four maps. Each one looks at Central Europe at a different time. Study the maps and then answer the following questions.

1. Which of the following countries appear on the map of 1721?
 - (a) Poland
 - (b) Switzerland
 - (c) Germany
 - (d) Austria
 - (e) Hungary
2. Two of the countries that you gave as an answer above do not appear on the map of 1815. Which countries are they?
3. Study the four maps carefully. (a) On what *two* maps does the name *Poland* appear? (b) On which map does the country of Czechoslovakia first appear?
4. On which map do the countries of Serbia, Romania, and Bulgaria first appear?
5. On which map does Italy first appear as a unified nation?
6. What had happened to most of the Holy Roman Empire by 1815?
7. (a) Which maps shows Prussia and East Prussia as one country? (b) What had happened to Prussia by 1914?
8. Look at the maps that show Central Europe in 1914 and 1923. Which countries and parts of countries once belonged to Austria-Hungary?
9. Look at the maps that show Central Europe in 1815 and 1923. Name three countries (you can include parts of a country) that were once part of the Ottoman Empire.
10. Look at the maps of Central Europe in 1815, 1914, and 1923. What political changes took place in Germany over those years?



Two Germanys

Today a long strip of wasteland, wooden barricades, and barbed wire divides Germany into two parts. On both sides of the line the people are German. They speak the same language and share many of the same customs and traditions. Yet each group of people belongs to a totally different country.

This sign, written in four languages, is a constant reminder that Berlin remains a divided city.



A Time of Change

When World War II ended in 1945, Germany was divided into four zones. The armies of France, Great Britain, and the United States occupied the western part of the country. The Soviet army moved into the eastern part.

In time, the United States, French, and British forces left Germany. The western part of the country then became the Federal Republic of Germany, or West Germany. It has a democratic government much like that of France or the United States. The Soviets set up a communist government in the part of Germany they controlled. It is known as the German Democratic Republic, or East Germany.

Before the war, Berlin was the capital of Germany. After the war, the city was also divided. One part, East Berlin, was under Soviet control. The rest, West Berlin, was ruled by France, Britain, and the United States even though all of Berlin is well within the borders of East Germany.

As the Soviets tightened their control over East Germany, many East Germans tried to escape into West Germany through West Berlin. So the Soviets decided to cut off West Berlin from West Germany. On June 24, 1948, they closed West Berlin to trains and trucks from West Germany.

Airplanes were now the only way in and out of the city. So the United States and Britain rounded up every plane they could find. By October, they were flying over 5,000 tons of food, clothing, medicine, and other supplies to the city each

day. By the spring of 1949, the Soviets gave in. They reopened the highways and rail lines.

Once again, however, thousands of East Germans tried to flee into West Berlin. By the 1950's, as many as 100,000 people were leaving East Germany each year. To stop the flow, the government of East Germany built a wall between East and West Berlin in 1961.

Today the wall still divides the city. Along that wall are hundreds of East German soldiers. They are there not to keep invaders out but to keep the East Germans in.

Germany itself is as divided as the city of Berlin. There are two Germanys now. Each is an important industrial nation. Each has many factories, mines, and other businesses. Each also has its own government.

West Germany

Only 40 years ago, West Germany's factories and farms lay in ruins. Today its cities are bustling, and its farms are more prosperous than ever.

Although farmers make up less than six percent of the population of West Germany, they supply about two thirds of the country's food. In West Germany, farmers own their own land. On that land, they grow a variety of crops, including wheat, potatoes, sugar beets, and other crops.

Most people do not live on farms. They make their homes in large industrial towns. Many of these towns are in the Ruhr and Saar river valleys. Here are the great mills that produce most of the nation's steel. Here too are the factories

that use steel to make automobiles, machinery, and other goods. Many chemical plants are also located in the two river valleys.

All of these businesses are privately owned. The government of West Germany does not tell people what to make or how much to make. These decisions are made by factory owners and other business people.

The Ruhr River Valley with its steel mills and factories is one of West Germany's great industrial centers.





Although East Germans have done much to rebuild their country since World War II, the ruins of buildings still stand in many cities.

East Germany

East Germany is also an industrial nation. There, however, most farms and industries are owned by the government. It decides what goods will be produced and in what amounts.

Like West Germany, East Germany is a country of cities and towns. Only ten percent of the people farm. Most of these farmers, nearly 95 percent, live on collective farms. Like the people of Yugoslavia, however, most East German farmers prefer to own their own land. In protest, thousands of East German farmers have fled. Those who remain grow less food than West German farmers do.

Today most people in East Germany work in **heavy industries**. They produce machinery, electric goods, cars, household appliances, and chemicals. These products are sold mostly to communist

countries. More recently, however, East Germany has opened some trade with countries to the west, including West Germany.

To Help You Remember

1. (a) What countries occupied the western part of Germany after the Second World War? (b) What country did this part of Germany become?
2. (a) Who occupied the eastern part of Germany in 1945? (b) What country did this part of Germany become?
3. (a) Who decides what and how much will be produced in West Germany today? (b) Who decides what and how much will be produced in East Germany today?
4. East and West Germany are both (a) large industrial nations, (b) farming nations with few cities or towns.

Communist States

East Germany's neighbors to the east and south also fell under Communist control after World War II. At different times, however, people in each country have rebelled against their Communist rulers. Each revolt was crushed. Yet dreams of freedom continue.

Poland

The country of Poland takes its name from a Slavic word that means "field." In fact, most of the country lies on a vast plain. It has no mountains or other natural barriers to protect people from invaders. Invaders from both east and west have overrun the country time after time. Today Poland is still controlled by a powerful neighbor, the Soviet Union.

The Communists have brought many changes to Poland. Some of those changes people have accepted eagerly. Others they have fought fiercely.

Farming. When the Communists first came to power, they tried to force Polish farmers to join their lands into collective farms, much like those in East Germany. Polish farmers fought back stubbornly. Today there are few collective farms left in Poland. Over 80 percent of the farms are owned by the families who work them.

On the sandy soil of the northern plain and in the fertile southern highlands, Polish farmers grow large crops of rye, potatoes, sugar beets, wheat, and barley. They also raise much livestock, including pigs. Polish hams and sausage are famous all over the world.

Building Industry. Good farm land is not the only resource the Polish people have. The largest coal fields in the world lie in Silesia, in southwestern Poland. Silesia also has large deposits of lead, zinc, and iron ore. The Communists have used those resources to build industry.

Today more and more people are leaving farms to work in mines and factories. Poland has become an important industrial nation.

Protests. The Polish people have been eager to work in industry. Many, however, want more say in the way the mines and factories are run. Others want better wages and working conditions. In the

The workers of Poland want more say in industry. They are led by a man named Lech Walesa (center).



early 1980's, some Polish workers formed a labor union called **Solidarity**. It had the support of most people. With that support, Solidarity was able to get the government to make some changes.

Then suddenly a new leader took control of the government. With the help of the Soviet government, he arrested Lech Walesa (lek və wenz'ə), the head of Solidarity. He also outlawed the union and placed the country under tight military rule. The union, however, did not disappear. It has continued to work in secret. The people of Poland have not given up their struggle for more rights.

Czechoslovakia

The name *Czechoslovakia* tells much about the country. Two groups of people

Czechoslovakians live better than many of their communist neighbors.



live there, the Czechs and the Slovaks. Other Slavic people also live in Czechoslovakia, but they are fewer in number.

The Czechs live in the western part of the country in an area known as Bohemia. It has long been one of the most industrial parts of Central Europe. The Slovaks live just beyond the Tatra Mountains in the east. Their part of the country has always had many farms.

For hundreds of years, the Czechs and the Slovaks lived in the Austro-Hungarian Empire. Each group dreamed of having its own nation someday. At the end of World War I, both groups found themselves living in a new nation called Czechoslovakia. Just 20 years later, the Germans conquered the country. Once again the Czechs and the Slovaks were under foreign rule.

After World War II, Czechoslovakia became independent once more. Once again its freedom did not last long. In 1948, a Communist group took control of the country. Still the people of Czechoslovakia did not give up their dreams of freedom and independence.

In 1968, many people in the country believed their dreams were about to come true at last. That year a new leader became the head of the nation's Communist party. The name of the new leader was Alexander Dubcek (doob'chek).

Dubcek believed that the people of Czechoslovakia should have more rights. The Soviets, unfortunately, had other ideas. They began by sending soldiers and tanks to Czechoslovakia. Then they replaced Dubcek with leaders loyal to the Soviet Union.

Today there is little freedom in Czechoslovakia. Still its people live better than many of their communist neighbors. The country is rich in coal, iron ore, uranium, and timber. The people of Czechoslovakia use these resources to make machines, chemicals, and paper products. They have made the country an important manufacturing center.

Hungary

Hungarian children love to hear stories about their ancestors. Their ancestors were the Magyars (mag'yärz), a people who once roamed the plains of central Asia. The Magyars could shoot arrows while riding at full gallop. They were famous for their songs and stories too.

Over the years, the Magyars moved slowly westward into the heart of Europe.

In the 800's, they settled along the Danube River in what is now Hungary. Today there are still herders on the Hungarian plains who ride like the wind on swift, gray horses. To Hungarians, these riders are a symbol of the freedom they have fought so hard for.

Like many countries in Central Europe, Hungary fell under Soviet rule after World War II. In 1956, the Hungarian people revolted. In Budapest, the capital of Hungary, 500,000 people marched against Soviet rule. When the Soviets sent troops, the soldiers joined the marchers. So the Soviets were forced to give in.

A new government leader, Imre Nagy (na'zhē), took charge of Hungary. He made many changes the people had asked for. He even asked the Soviets to leave the country. Instead of leaving, however, the

At the height of the rush hour, cars and trolleys built in communist countries crowd the streets of Budapest, Hungary.



Soviets brought in troops and tanks to smash the revolt. They took over Budapest. More than 25,000 Hungarians died in the fighting there. Among them was Nagy. The Soviets executed him.

Today Hungary remains a communist country. Still, over the years, many changes have taken place. Hungarians now have more rights and freedom than they did in the 1950's. They can now trade with noncommunist countries. They are also freer to follow their religious beliefs.

Life in Hungary has changed in other ways too. In the past, most Hungarians farmed the rich soil of the Hungarian plain. Today more work in industries than on farms. They make machinery, textiles, cars, and trains. Budapest is Hungary's

chief industrial city. It lies at the center of a vast network of roads, railways, and waterways.

To Help You Remember

1. (a) Name East Germany's neighbors to the south and east. (b) Who controls these Central European nations?
2. (a) What happened in Poland when the Communists tried to form collective farms there? (b) Who owns most farms in Poland today?
3. Why did Polish workers form a labor union known as Solidarity?
4. How do people in Czechoslovakia use their resources?
5. Name at least two ways that life in Hungary has changed over the years.

The Neutral Nations

To the west of Hungary rise snow-covered mountain peaks. The Alps stretch across both Austria and Switzerland. Tucked between those mountains are deep blue lakes and bright green valleys.

Although Austria and Switzerland look very much alike, their histories are very different. Austria was once the center of one of the largest empires in Europe. It has been involved in almost every European war. The Swiss, on the other hand, have tried to stay out of the many wars that have divided Europe over the years.

Switzerland

Like much of Central Europe, Switzerland too was once ruled by outsiders.

Charlemagne conquered the country almost 1,200 years ago in the 800's. After his death, Switzerland became a part of Austria's empire. Then, in 1291, the people of Switzerland united against outside rule. For the next 24 years, the Swiss fought bravely for their freedom.

In 1315, the Swiss defeated the Austrians and set up a republic. The Swiss kept their independence for over 480 years. Those were years when Europe was torn by thousands of small wars and dozens of larger ones. Through the fighting, the Swiss remained neutral. That is, they did not take sides. Other countries in Europe even signed a treaty in 1648 promising to respect Switzerland's right to be neutral.



The tall, snow-covered peaks of the Alps tower above peaceful villages.

Then, in 1798, France broke the treaty when it conquered Switzerland. Just 17 years later, in 1815, Switzerland once again became independent. Once again the nations of Europe promised to respect Switzerland's right to be neutral. This time the promise was kept.

In a region torn by war, a neutral nation can be a valuable resource. A neutral nation is a place where both sides can store money and other valuables. A neutral nation can also be an important go-between among warring nations. In addition, many **international organizations** prefer to have their headquarters in a neutral nation. An international organization is one that two or more nations belong to.

Switzerland has served its neighbors in all three ways. It is a banker to people around the world. Many peace treaties have also been worked out in Geneva, Switzerland. Many international groups

like the Red Cross have their main offices in Switzerland.

Neutrality has also helped Switzerland prosper. Today it is one of the world's most industrialized nations even though it has few of the resources factories need. The Swiss buy these resources from other countries without fear that war will cut off the trade.

The Swiss have chosen to specialize in goods that require much skill. As a result, the factories of Zurich turn out fine silk and cotton. Swiss factories produce some of the finest watches and scientific equipment in the world.

The Swiss are also famous for their food products. Many cows graze on high mountain pastures. Their rich milk is made into butter, cream, and cheese. The cheeses are tested time and time again for shape, color, and flavor. The same care is used in making fine Swiss chocolates.

Swiss factories, whether they turn out candy or precision machines, use hydroelectric power. The nation's swift-running rivers are a key resource.

Austria

Austria looks much like Switzerland. Today it too is a neutral nation. There are, however, a number of differences.

Land and Resources. Like the Swiss, the Austrians consider the Alps a valuable resource. They too graze cows on mountain pastures. They also use mountain rivers for electric power. Austria, however, has many more resources than Switzerland. It has iron ore, some coal and oil, and a number of other minerals. The country also has many thick forests. The Austrians use the trees in these forests for lumber and paper. They sell both products to nations around the world.

Thick forests, minerals, and rushing water have helped industry grow in Austria. Today there are many factories scattered throughout the country. They employ over 60 percent of the nation's workers. Some find jobs in small workshops. There they make beautiful glassware, jewelry, and embroidery. In larger factories, workers produce lumber, iron, steel, and paper products.

Role in the World Today. Like Switzerland, Austria is also a neutral nation today. The Austrians, however, take a more active role in world affairs than their Swiss neighbors.

Austrians see their country as a link between the communist nations to the



The composer Wolfgang Amadeus Mozart was born in Austria over 200 years ago.

east and the noncommunist countries to the west. Austrians encourage trade between east and west. They also encourage other kinds of exchanges. Many international meetings are held in Austria. At these meetings, countries with different points of view can come together to discuss common concerns and problems.

To Help You Remember

1. Name one important way the histories of Switzerland and Austria differ.
2. (a) Name three ways Switzerland has served its neighbors. (b) Name three products the Swiss are famous for.
3. (a) Name three resources that have helped industry grow in Austria. (b) Describe Austria's role in the world today.

Chapter Review

Words to Know

1. What is an *international organization*?
2. *Solidarity* is a (a) labor union in Poland, (b) collective farm in Poland.
3. What kinds of goods are produced in *heavy industries*?

Reviewing Main Ideas

Here are three main ideas about the region of Central Europe. For each country listed, supply at least two details that add to or support the main idea. To find details, look in the section entitled *Land and People* as well as in the sections that describe each country.

1. Central Europe is a region with many resources and industries.
 - a. West Germany
 - b. East Germany
 - c. Czechoslovakia
 - d. Austria
2. Central Europe has been a battleground many times.
 - a. East Germany
 - b. Poland
 - c. Czechoslovakia
 - d. Hungary
3. Mountains are an important resource in the region.
 - a. Switzerland
 - b. Austria

In Your Own Words

Write a paragraph about one of the following topics. The page numbers tell you where to look in the text.

1. How West Germany and East Germany are alike and how they are different (pages 357–358)

2. How people in Hungary, Poland, and Czechoslovakia have rebelled against foreign rule (pages 359–362)

Challenge!

In March 1946, Winston Churchill, the prime minister of Great Britain during World War II, said the following:

From Stettin [a city in Poland] on the Baltic to Trieste on the Adriatic, an iron curtain has descended across the continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest, and Sofia, all these famous cities and populations around them lie in . . . the Soviet sphere, and all are subject in one form or another . . . to a very high and, in many cases, increasing measure of control from Moscow.

1. Trieste is a city in Yugoslavia. Why do you think Churchill includes it with the capitals of countries in Central Europe?
2. What does Winston Churchill mean by the term *iron curtain*?
3. What does he say is happening to the people who live behind the iron curtain?

Keeping Skills Sharp

Draw a map of Central Europe in 1923 and a map of Central Europe today. The maps on pages 352 and 355 will help you. Use your maps to answer the following questions:

1. How does Germany today differ from the Germany of 1923?
2. Are the borders of Poland today different from or the same as they were in 1923?



20

Northern Europe

The countries of Northern Europe are surrounded by water. The ocean and the sea have always been important to these lands. They keep winters mild and summers cool. They also provide much food. Moreover, they have linked the people of Northern Europe to other parts of the world. Trade has been a part of life in Northern Europe for many hundreds of years.

The sea has also provided the region with a natural resource that has become very important in recent years. That resource is petroleum, or oil. It is as important to industry today as coal was when the Industrial Revolution began 200 years ago. In fact, the Industrial Revolution had its beginnings in Great Britain, a Northern European country. Today industry still shapes life throughout the region.

As You Read

This chapter is divided into three parts.

- Land and People
- The British Isles
- The Nordic Countries

As you read, compare and contrast the countries of Northern Europe. That is, look for both similarities and differences. Look too for ways trade and industry still affect life in this part of the world.

Land and People

The people of Northern Europe have much in common. Throughout the region, ways of life are shaped by the ocean and the seas.

The Land of Northern Europe

Northern Europe lies far north of the equator. In fact, most cities there are farther north than all the major cities in Canada. Yet winters in Northern Europe are not nearly as cold and snowy as those in Canada. An **ocean current** called the Gulf Stream makes the difference.

An ocean current is like a river within an ocean. The Gulf Stream begins in the warm waters of the Gulf of Mexico. From there, it travels along the eastern coast of the United States and flows east across the Atlantic Ocean toward Europe. As it moves, it brings the warmth of the Gulf of Mexico with it.

When winds blow across the Gulf Stream, they are warmed by the current. These winds, in turn, warm the lands they cross. That is why most Northern European countries are not as cold as one

Northern Europe is surrounded by water. What sea separates Norway, Sweden, Finland, and Denmark from the British Isles?



might expect. For example, much of Iceland is not icy at all. It has mild winters and ports free of ice.

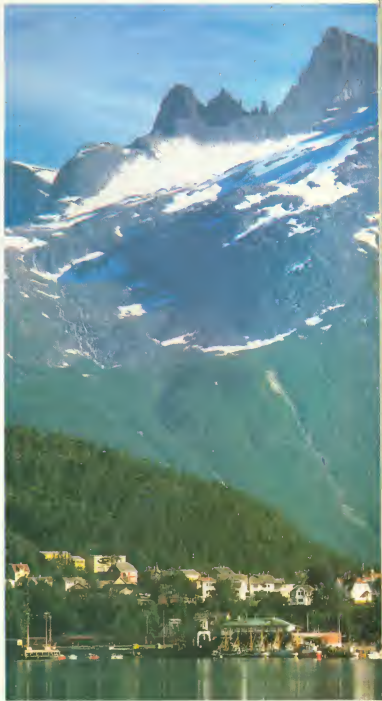
The countries of Northern Europe were not always as warm as they are today. Thousands of years ago, great sheets of ice called **glaciers** covered much of the earth including this region. Very gradually, however, the earth grew warmer and the ice melted.

As the ice melted, it left great holes in some northern lands. For example, Norway and Sweden have many giant, water-filled pockets along their coasts. These pockets, called **fjords**, are like small seas bordered by huge cliffs. Finland has hundreds of lakes, ponds, and marshes that were made by the melting of the glaciers.

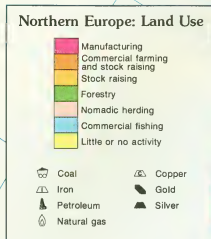
When the ice melted, it also pulled away the rich layer of topsoil. As a result, much of the soil in Norway, Denmark, Sweden, and Finland is rocky and sandy. So farmers there have a hard time growing crops.

Because farming is difficult in much of Northern Europe, many people there earn their living on the sea. Large fishing fleets go out daily in search of cod, sardines, and other fish. They are an important source of food for the people of these lands.

In 1970, people discovered a new resource in the waters of the North Sea. This resource is petroleum. The discovery came at just the right time. After 200 years of coal mining, Great Britain and other Northern European lands were running out of coal. Now the British use petroleum from the North Sea to power their machines.



Small fishing villages nestled in fjords are a common sight in Norway.



Although much of Northern Europe is too rocky or sandy to farm, the region does have thick forests. In what countries is forestry an important industry?

Yet, even with oil from the North Sea, the British must still import oil from elsewhere. Other countries along the North Sea do the same. In fact, no country in Northern Europe has all of the resources its factories need. So people there import coal, oil, iron ore, and other minerals. They get the money to pay for these raw materials from the many manufactured goods they export.

Northern European People

The people of Northern Europe all look to the sea for resources. They have many other things in common as well.

Denmark, Norway, and Sweden are sometimes called Scandinavia. People living here have languages that are much alike. A person speaking Norwegian can easily carry on a conversation with someone who speaks Swedish or Danish.

Iceland is an island west of Sweden and just south of the Arctic Circle. Long ago the island was settled by people from Scandinavia. So its language and culture are still much like those of Scandinavia.

Finland shares a peninsula with Sweden and Norway. So geography helps unite the Finns with their Scandinavian neighbors. So does history. Denmark and








The people of Sweden have much in common with their Scandinavian neighbors. Here a group of Swedes are shown celebrating a holiday.

Sweden once ruled Finland. Still there are many differences. The ancestors of present-day Finns probably came from central Russia years ago. Today the Finnish people speak a language that is similar to that of the Magyars in Hungary. It is, however, unlike any language spoken in Northern Europe.

Today Iceland and Finland are republics. In contrast, the Scandinavian countries all have a king or queen who heads the country. However, the king or queen is a ruler in name only. The real power—to make laws and raise taxes—belongs to the parliament of each country.

Long ago Scandinavia was united into a single country. Today it is divided into three independent nations. Long ago the British Isles were also divided into several different countries. Today, however, there

As this chart shows, the languages of Sweden, Denmark, and Norway are similar.

	Norwegian	Danish	Swedish
	Jordbær (yohr-bair)	Jordbær (yohr-bair)	Jordjubbar (yöhrd-goob-bar)
	Melk (mehl-k)	Mælk (mail-k)	Mjöl-k (m yölk)
	Egg (egg)	Æg (egg)	Ägg (egg)
	Brød (brö)	Brød (bröth)	Bröd (bröd)
	Epler (ehp'ler)	Æbler (aibler)	Äpplen (epp len)



Many of England's best-known traditions involve the royal family. Here Queen Elizabeth II is shown reviewing her troops.

are only two countries there. One is the Republic of Ireland. The other country unites England, Wales, Scotland, and Northern Ireland into one nation. The official name of that country is the United Kingdom of Great Britain and Northern Ireland. Most people, however, call it the United Kingdom, Great Britain, or simply Britain.

English is the official language of both Great Britain and the Republic of Ireland. It is a Germanic language similar to the ones spoken in Scandinavia. In fact, over the centuries, Scandinavians have invaded the British Isles many times. For example, the Normans conquered England in 1066. The ancestors of the Normans were from Scandinavia.

Both Britain and Ireland have governments much like those in Scandinavia.

They too have a parliament. Ireland, however, is a republic like Finland and Iceland. Great Britain is ruled by a queen. Like the rulers of Scandinavia, the queen of Great Britain has little power.

To Help You Remember

1. Why are most Northern European countries not quite as cold as one might expect?
2. (a) Why do many people in Northern Europe earn their living on the sea? (b) What new resource did people recently discover in the North Sea?
3. (a) Name the three countries that make up Scandinavia. (b) How do the people of Finland differ from their Scandinavian neighbors?
4. What two countries in Northern Europe lie on the British Isles?

A place's latitude, its distance north or south of the equator, makes a difference in the kind of climate it has. This is because places near the equator get the most direct sunlight. Places farther away get the least direct sunlight.

Northern Europe and Canada both lie far north of the equator. Yet winters in Northern Europe are not nearly as cold and snowy as those in Canada. In this section, you learned that an ocean current called the Gulf Stream makes the difference.

The tables below show average high and low temperatures for two cities. One city is in Saskatchewan, Canada. The other city is in Great Britain. Both cities lie about the same distance north of the equator. Study the tables and then answer the following questions:

- (a) What is the high temperature for Regina in January?
(b) What is the low temperature?
- (a) What is the high temperature for London in January?
(b) What is the low temperature?
- Which city is colder in November: London or Regina?
- What do the tables tell you about winters in Regina and London?

Average Monthly Temperatures for Two Cities

	<i>Regina, Canada</i>				<i>London, England</i>			
	F°		C°		F°		C°	
	High	Low	High	Low	High	Low	High	Low
January	12	-7	-11	-22	44	35	7	2
February	16	-5	-9	-21	45	35	7	2
March	29	9	-2	-13	51	37	11	3
April	50	27	10	-3	56	40	13	4
May	66	38	19	3	63	45	17	7
June	73	47	23	8	69	51	21	11
July	81	52	27	11	73	55	23	13
August	78	49	26	9	72	54	22	12
September	67	39	19	4	67	51	19	11
October	53	29	12	-2	58	44	14	7
November	31	13	-1	-11	49	39	9	4
December	18	0	-8	-18	45	36	7	2



The rich plains and hills of Yorkshire lie in northern England. Here sheep and cattle graze on lush green pastures.

The British Isles

The British Isles are a group of islands near the mainland of Europe. From time to time, the islands have been united. Today, however, they are divided into two countries, Great Britain and the Republic of Ireland.

Great Britain

Great Britain is a varied land. In the north lies Scotland. Here the land is wild and windswept. Long arms of the sea reach far inland. To the west is Northern Ireland with its low mountains and rolling fields. Wales is a land of green valleys tucked

between rugged mountains. To the south lies England, a land of rolling plains. Along its coast are steep cliffs, jagged rocks, and hundreds of sheltered bays.

The jobs that people do in Great Britain are almost as varied as the landscape. Still most workers throughout the country earn their living in trade and industry. Great Britain is one of the world's greatest manufacturing and trading nations.

The Making of Textiles. The making of textiles—silk, wool, linen, and cotton—has long been an important industry in

Great Britain. In fact, the Industrial Revolution began almost 200 years ago in Britain's textile industry. It changed the way wool and cotton were made.

The center of the cotton industry is Lancashire. It lies to the west of the Pennine Chain in northern England. Then as now its moist, cool climate is perfect for spinning and weaving cotton. If the air is too dry, cotton threads split and break. That same climate, however, is too cold for growing cotton. So the British have always imported cotton from nations like the United States and India.

The green hills of Yorkshire lie on the eastern side of the Pennines. Here many farmers raise sheep. The wool from these sheep keeps Yorkshire mills humming. Still England does not grow enough wool to supply all its factory looms. So the British import wool from Australia, South Africa, and Argentina.

Iron and Steel. At the southern end of the Pennines, the hills drop off to form a rolling plain. Long ago the British found coal and iron ore on this plain. Here they dug many mines. They also built mills that turned the ores into iron and steel. Today the area is still the center of Great Britain's iron and steel industry, but much of the ore is imported. In nearby ports like Glasgow, Scotland, and Belfast, Northern Ireland, workers use the iron and steel to build ships that carry British-made goods to nations around the world.

Trade. The ships carry coal, iron, cotton, and hundreds of other raw materials to keep the nation's factories running. They also bring in grain, flour, wheat, meat, and other foods. The British have more people than their farmers can feed. So for hundreds of years they have been importing food.

The Thames River flows through London before emptying into the North Sea. The river links London with world shipping routes.



Great Britain has many ports. Newcastle and Glasgow are the main ports in the northern part of the country. The busiest port in the south is London, the capital of Britain. It lies on the Thames River, about 50 miles (80 kilometers) from the river's mouth on the North Sea.

London's docks stretch along the Thames for about 35 miles (56 kilometers). There ships from all over the world unload their cargoes. They carry tea from India, cotton from the United States, and wheat from Australia. In 1973, Great Britain joined France and other European countries in the Common Market. So Britain also trades heavily with Europe.

Great Britain also trades with the nations it once ruled. In the 1800's, it had the largest empire in the world. Today that empire is gone. In its place is the Commonwealth of Nations. Its members are independent nations, but they work together to build trade and industry.

Division in Ireland

For hundreds of years, the British ruled the island of Ireland. During those years, they took over the best land in the country. The Irish rebelled against British rule again and again.

In 1922, the British finally agreed to give Southern Ireland some self-rule. In time, this part of Ireland became an independent country known as the Republic of Ireland. Six counties in the north remained in the United Kingdom. This region is known as Northern Ireland.

The division of Ireland was religious as well as political. The Republic of Ireland in the south is a Roman Catholic country.

Northern Ireland is mainly Protestant. However, some Catholics live there too.

Today religious differences divide the people of Northern Ireland. Roman Catholics who live in the country are unhappy about living in a country controlled by Protestants. They want Northern Ireland to join the Republic of Ireland. Protestants, however, want to remain in the United Kingdom.

In recent years, disagreements between Catholics and Protestants in Northern Ireland have led to much fighting. Thousands have been killed on both sides. No one knows when the bloodshed will end.

The Republic of Ireland

The Republic of Ireland is a green land with many fields and pastures. Near the coast, hills and low mountains rise beside the sea.

Plenty of rain and mild temperatures help the grass grow thick in Ireland. On these pastures, Irish farmers raise sheep, cows, and horses. They also plant a variety of grains and vegetables including wheat, sugar beets, and potatoes. Potatoes have long been an important crop in Ireland. In the days when the British ruled the country, most Irish farmers had to live on tiny plots of land. The only crop that could produce enough food for a family to live on was potatoes.

Then, in the 1800's, the potato crop failed several years in a row because of a plant disease. Hundreds of thousands of people died of hunger. Many fled the country to settle in England, Canada, and the United States. Today many Irish people in the United States are descendants



At the Kilkenny Design Center, Irish workers design furniture and textiles.



The Irish countryside is famous for its rolling green fields and low mountains.

of those who left Ireland over a hundred years ago.

Long after the 1800's, many people in Ireland continued to leave their country. They wanted to own their own land. Under the British, they could not do so. There were few other jobs in the country. Raw materials from Ireland were shipped to Britain. There British workers turned Irish wool into cloth. There too British workers turned milk from Irish cows into cheese and other dairy products.

Today the Irish government is working hard to develop new industries. Workers in Ireland can now find jobs in shipbuilding. They can also find work in factories that turn out clothing, pottery, textiles, and machinery.

To Help You Remember

1. (a) Name the four countries that make up Great Britain. (b) How do most workers in Britain earn their living?
2. (a) Name two important industries in Great Britain. (b) In which of these industries did the Industrial Revolution begin?
3. Why must the British import food?
4. (a) Who ruled the island of Ireland for hundreds of years? (b) Why do some people in Northern Ireland want their country to join the Republic of Ireland in the south?
5. (a) Why did many people flee Ireland in the 1800's? (b) What industries has the Irish government developed in recent years?



Danish boy scouts and girl scouts built this model of a Viking ship.



At this farm show, Danish farmers proudly show off their prized cattle.

The Nordic Countries

The word *Nordic* means "north." The term is often used to describe five countries in Northern Europe. Those countries are Iceland, Finland, and the Scandinavian countries of Denmark, Norway, and Sweden.

Scandinavia

Thousands of years ago, Scandinavia was the homeland of the Vikings. They were one of the most warlike people in all of Europe. For over 400 years, from the late 700's to the end of the 1100's, daring Viking sailors raided cities along the coast of Europe. The Vikings even sailed their small, swift ships into the open waters of the Atlantic to Iceland, Greenland, and the coast of North America.

Today children in Scandinavia love to hear stories about their fierce Viking ancestors. The stories are a part of the rich history that these people share.

Denmark. Denmark is made up of almost 500 islands and a narrow peninsula called Jutland. The Kingdom of Denmark also includes the mostly ice-covered island of Greenland in North America. Iceland too was once a part of Denmark. However, in 1944, Iceland became an independent country.

Denmark is a land of gently rolling hills and plains. Winters are mild, and summers are pleasantly cool. Warm winds off the water bring plenty of rain that helps grass grow thick and green. Here sheep

and cows graze all year long. The cows produce rich milk that Danish farmers use in making butter and cheeses.

Many Danish farmers belong to groups called **cooperatives**. Members of a cooperative own their own land. They work together, however, in selling their goods and in buying farm machines and other tools. By working together, farmers can demand a higher price for their milk and other farm products. The cooperatives also lend money to members and make sure products are of high quality.

In the past, most people in Denmark earned their living not only from the land but also from the sea. Many still fish, farm, and trap animals for furs in the forests. Today, however, more and more Danes are finding jobs in factories.

Many factories in Denmark process food and forest products. Others make

cloth and electronic equipment. Like other countries in Northern Europe, the Danes must buy many of the raw materials their factories need. To help get those materials, Denmark joined the Common Market. Denmark sells its dairy products and fish to countries like West Germany. In return, Denmark buys machinery and other equipment from West Germany without paying a tariff.

Norway. Norway is a land that lies far north of the equator. In fact, the northernmost part of the country lies above the Arctic Circle. Here the sun never stops shining from mid-May through July. Northern Norway is indeed the land of the midnight sun.

Much of the country is a high mountainous plateau covered by bare rock. So most Norwegians live along the coast

Norway is a rugged land of mountains and bare rock. About a third of Norway lies above the Arctic Circle.



where hundreds of fjords provide fine harbors. Westerly winds that blow across the mild Gulf Stream keep these harbors ice free even in winter.

The sea has always been important to the people of Norway. Every day Norwegian fishing crews bring in large numbers of haddock, herring, and mackerel. Much of their catch is sold to other countries.

There is little good farm land in Norway. So the seas that surround the country are an important resource. So are the swift-flowing rivers that tumble down Norwegian mountains. Norwegians use these rivers to produce electricity.

Hydroelectricity provides power for many of Norway's factories. About half of these factories are in or near Oslo, the

capital of the country. They turn out many chemicals and metal products like magnesium and aluminum.

Many of the steep mountain slopes of Norway are covered with thick forests. So Norwegians export much lumber and wood pulp for making paper. There are also many paper mills and furniture factories throughout the country.

Sweden. Sweden, Norway's neighbor to the east, is larger than Norway and has more farm land. It is also much colder. Warm westerly winds off the oceans do not reach northern Sweden. It is a land of ice and snow.

In the far north live a group of people known as the Lapps. Many Lapps are lumberjacks who cut down the thick forests of northern Sweden. Other Lapps live much as their ancestors did. They travel from place to place in search of grazing land for their herds of reindeer.

Reindeer provide almost everything the Lapps need to survive. Lapps drink reindeer milk and eat the animal's meat. They also use its hides to make clothing and the tents they live in.

The central part of Sweden is not as cold. Here the land is covered by thick forests. These too are an important natural resource. Nearby lie the country's iron mines. Steel making is an important industry in Sweden. The steel mills use electric power made from Sweden's many fast-moving rivers to keep the country's mills running.

To the south lies a plain. This part of Sweden has more people than any other part of the country. Some of Sweden's

Stockholm, the capital of Sweden, lies in the southeastern part of the country.



richest farm lands are here. Many people in the south are farmers. They too belong to cooperatives much like those in Denmark. These farmers grow a variety of crops including wheat, rye, potatoes, and sugar beets. They also raise cattle and sheep for meat. They raise dairy cows too. Farmers in Sweden do not produce enough food to feed the people of the country. So some food must be imported.

Finland

Finland lies to the east of Sweden. It too is a land of thick forests. The northernmost part of the country also lies inside the Arctic Circle. Here winters are cold and long, and few plants grow. Many of the people who live here are Lapps.

Many more people live in the southern part of Finland where the climate is milder. Here Finnish farmers must work hard, for the soil is poor and the growing season is short. Despite such difficulties, the farmers of Finland have become skilled in growing grains like wheat and rye. They also grow potatoes and sugar beets. They too raise cows for milk.

Although farming is important, most people in Finland work in the lumber industry. Thick forests of pine, spruce, and fir cover about two thirds of the land. The Finns use their lakes, rivers, and canals to float logs to mills and factories. The power to run mills and factories comes from fast-flowing rivers that furnish hydroelectricity.

Finland ranks as one of the leading wood-producing countries in the world. Wood products, like lumber, wood pulp,



Forestry is a major industry in Finland.

and paper, make up over half of the country's exports. The people of Finland depend on these exports to buy food, raw materials, and manufactured goods from other countries.

To Help You Remember

1. What country was a part of Denmark until 1944?
2. How do the Danes get the raw materials their factories need?
3. (a) Why is northern Norway called the land of the midnight sun? (b) Why do most Norwegians live along the coast?
4. (a) Why is Sweden much colder than Norway? (b) Where do most Swedish farmers live? (c) Where are many of Sweden's industries located?
5. What is Finland's most important natural resource?

Chapter Review

Words to Know

1. What is an *ocean current*?
2. (a) What is a *glacier*? (b) What is a *fiord*?
3. Name two ways that members of a *cooperative* work together.

Reviewing Main Ideas

Answer the following questions. They will help you pick out the main ideas of each section in the chapter.

- I. Land and People (pages 368–372)
 1. How does the Gulf Stream affect the climate of Northern Europe?
 2. Why is farming difficult in much of the region?
 3. Name a food resource and a mineral resource found in the seas that surround Northern Europe.
 4. How does language unite the people of Scandinavia?
 5. (a) What is the official name of the country that unites England, Northern Ireland, Wales, and Scotland? (b) What other country is located on the British Isles?

II. The British Isles (pages 374–377)

1. (a) Name at least three products that the British import. (b) Name two trade groups to which Great Britain belongs.
2. How do religious differences divide Northern Ireland?
3. How do Irish farmers use the thick pastures that cover the countryside?

III. The Nordic Countries (page 378–381)

1. (a) What five countries make up the Nordic countries? (b) Which of these countries are known as Scandinavia?

2. How does the climate of Denmark help Danish farmers?
3. Why do most Norwegians live along the coast?
4. How does the southern part of Sweden differ from the northern part?
5. What is the most important industry in Finland?

In Your Own Words

Write a paragraph about *one* of the following main ideas. Include details that describe at least two Northern European countries in your paragraph.

1. The oceans and the seas have always been important to Northern European lands.
2. Industry shapes life throughout the region.

Challenge!

By 1900, Great Britain had one of the largest empires in the world. Use the library to find out what countries Britain ruled. Then use that information to make a map of the British Empire in 1900. How does your map help explain a boast the British made during those years. They claimed the sun never sets on the British Empire.

Things to Do

Hold a trade fair. Set up tables with goods that are produced in Northern Europe. Use pictures from magazines or draw pictures of goods (that you do not have at home). Label each item with the name of the country where it was produced.

Keeping Skills Sharp

I. The size of a country often has little to do with how rich that country is. A good way to measure the wealth of a country is to look at its per capita income. Per capita income is the amount of income each person in a country would have if the country's total income were divided among all its people.

The table below shows the per capita incomes of Northern European nations. Study the table and then answer the questions that follow.

**Per Capita Income of
Northern European Nations**

Denmark	\$11,399
Finland	\$9,875
Iceland	\$12,268
Ireland	\$4,700
Norway	\$13,915
Sweden	\$13,509
Great Britain	\$9,280

1. What is the per capita income of (a) Denmark, (b) Sweden, (c) Norway?
2. What is the per capita income of Great Britain?
3. (a) Which Northern European nation has the smallest per capita income? (b) Which has the largest?
4. Compare the per capita incomes of Denmark, Sweden, and Norway with that of Great Britain. What do these figures tell you about how rich the Scandinavian countries are?
5. Based on what you have read in the chapter, why do you think Ireland's per capita income is lower than that of Denmark's?
6. Use the information on the table to make a bar graph. If you wanted to quickly find out which country had the highest per capita income, which would be more helpful, the table or the graph?

II. If you know the per capita income of a nation and you know how many people live there, you can figure out the gross national income of that country. The gross national income is the total value of the goods and services a country produces in one year. All you have to do to get that figure is to multiply the per capita income by the number of people. The table below shows estimated population figures for the Northern European nations. Use it and the previous table to answer the following questions.

**Estimated Population of
Northern European Nations**

Denmark	5,115,000
Finland	4,850,000
Iceland	236,000
Ireland	3,534,000
Norway	4,131,000
Sweden	8,331,000
Great Britain	56,009,000

1. What is the gross national income of (a) Iceland? (b) Norway? (c) Sweden? (d) Great Britain?
2. (a) Which country has the largest gross national income? (b) Which country has the smallest?
3. What does the per capita income tell you about a country that the gross national income does not tell?
4. What is misleading about per capita income figures?
5. If the population of Norway stays the same and the per capita income increases by one thousand dollars, has the gross national product increased or decreased?
6. Figure out the gross national product for each of the seven Northern European countries listed above. Then rank the countries from highest to lowest based on their gross national products.



21

The Soviet Union

In the years before World War I, the Russian Empire was one of the largest in the world. It included over a hundred different groups of people, each with its own language and customs. The empire stretched from the plains of Poland in the west to the Pacific Ocean in the east. It covered two continents, Europe and Asia. The Ural Mountains separated the European part from the Asian part.

In 1917, a revolution began in Russia. A group of revolutionaries took advantage of the confusion caused by World War I to seize power. By 1920, they controlled most of the lands that had been part of the old Russian Empire. They then reorganized the different parts of the empire into soviet republics. The whole country was given a new name—the Union of Soviet Socialist Republics. It is often shortened to the USSR or the Soviet Union.

From the start, the revolutionaries brought many changes to the Soviet Union. They set out to make their country a powerful industrial nation ruled by the Communist party. Every part of the country has been affected by that goal.

As You Read

This chapter is divided into three parts.

- Land and People
- The Soviet System
- Land of Many Resources

As you read, look for the ways the government has changed how people live in the Soviet Union. Think about what it means to live under a communist government.

Land and People

People in the Soviet Union speak dozens of different languages. They live in many different ways. Some work at jobs that did not exist a few years ago. They build rockets or run computers. A few live much as their ancestors did. In the north, they wander from place to place in search of food and water for their reindeer. In the south, they herd sheep or goats on sunny pastures.

The Soviet Union is also a land of great variety. In the north, it touches the Arctic Circle. In the south, farmers can grow oranges and melons all year long.

Soviet Lands

The Soviet Union has five regions, each with a different kind of climate. As a result, the country has five very different kinds of vegetation.

Tundra. The region farthest north is called the **tundra**. Here winter lasts from October to May. For more than a month of this time, the sun does not rise above the horizon in the northern part.

The tundra is cold all year long. Yet very little rain or snow falls. The tundra is as dry as a desert. However, the tundra

Name the five vegetation zones found in the Soviet Union. Which zone is farthest north? Where is the Mediterranean Zone located?



does not look as dry as a desert. Because the ground is frozen all year long, any rain or snow that falls stays on top of the ground. It never soaks down into the soil. Even in summer, only the top few inches of soil thaw out. Then the land looks wet and marshy.

No trees grow in the tundra. The only vegetation is mosses, lichens, and small scraggly shrubs. These plants provide food for such animals as the Arctic fox, squirrel, reindeer, and rabbit. The few people who live in the tundra make their living by fishing and hunting. Some also herd reindeer.

Taiga. South of the tundra lies a forest region that is as large as the entire United States. This immense forest region is known as the **taiga**. In the northern part of the taiga, most of the trees are fir, larch, pine, and other evergreens. Farther south there are more broad-leaved trees like maple and oak.

Much of the taiga has a **continental climate** with hot summers and bitterly cold winters. Temperatures in the taiga vary greatly from summer to winter because of the taiga's location. It lies far from any large body of water. Winds that blow over this region heat up and cool off more quickly than winds that blow over water. So winters in Moscow, an inland city, are much colder than winters in Copenhagen, a coastal city in Denmark. Still both are at about the same latitude or distance from the equator.

The taiga is not a good place to farm. In the north, the growing season is too short for most crops. The soil there is also poor



On the frozen tundra, many people raise reindeer for food and transportation.

and sandy. So many people who live in the northern part of the taiga make their living by trapping fur-bearing animals like ermine, fox, and bears. To the south and west, the growing season is a little longer. In addition, the soil is more fertile. There farmers grow a variety of crops including rye, oats, and potatoes.

Steppe. Most of the farms in the Soviet Union lie on a grassy plain south of the forests. It is known as the **steppe**. The steppe runs from the Black Sea to the borders of China.

Summers in the steppe are dry and warm. Winters are milder than in other parts of the country. The black fertile soil, especially in an area known as the Ukraine, is among the best in the world for farming. In this region, farmers raise large amounts of wheat, barley, and oats.



In the far north of the Soviet Union, the ground stays frozen all year. In the south near the Black Sea summers are hot and dry.

In the southeastern part of the steppe, tobacco, corn, and sugar are the main crops. In the part of this grassland that lies in Asia, many farmers raise milk cows and cattle for beef.

Desert. To the south of the steppe, the land is much drier. Wet winds from the Indian Ocean are blocked by the high Himalaya Mountains. Therefore, much of Soviet Central Asia is a desert. There are no trees there, only miles and miles of sand dunes, salt flats, or gray desert soil.

Since only a tenth of the Soviet Union can be farmed easily, the government has developed irrigation projects to turn some of the desert into farm land. Today farmers are growing cotton and tobacco in many parts of the desert.

The Mediterranean Zone. The land along the shores of the Black Sea looks much like the coast of southern California. Both areas enjoy mild, rainy winters and hot, dry summers. There farmers raise citrus fruits, like oranges and lemons, as well as figs, grapes, and olives.

Because of its mild climate, the Crimean Peninsula on the Black Sea is a popular vacation spot for people in the Soviet Union. Thousands go there to enjoy the warm sun, beautiful beaches, and sparkling waters.

The Soviet People

The Soviet Union is made up of 15 Soviet Socialist Republics. Like the states in our own country, these republics vary in size. Some are not much larger than the state

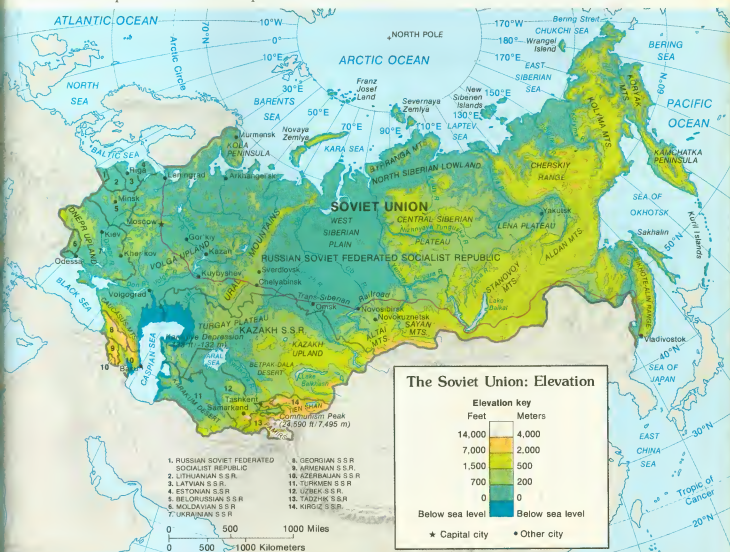
of Maryland. Others are very large. The Russian Soviet Federated Socialist Republic covers about three quarters of the Soviet land. It is home to more than half the Soviet people.

Unlike the American states, each Soviet republic is home to a different **ethnic group**. An ethnic group has its own customs, way of life, and language. It is not easy for people who speak so many differ-

ent languages to understand each other. So nearly everyone in the Soviet Union must learn Russian, the official language of the country.

About half of the people in the Soviet Union are Russians. Many Russians live west of the Urals in large cities like Moscow and Leningrad. Long ago the Russian Orthodox Church was an important part of their daily life. Today, however, the

The Ural Mountains separate the European part of the Soviet Union from the Asian part. In what Soviet republic do the Urals lie?





Moscow



Tashkent

The Soviet Union is home to many different groups of people. Study the photos on these two pages. What do they tell you about the Soviet people?

government of the Soviet Union strongly discourages Russians and other Soviet people from following a religion.

The next largest group is made up of the Ukrainians. They live in the Ukraine, a republic in the southwestern part of the country, and speak a language much like Russian. North of the Ukraine live the Belorussians (bel ō rāsh'ənz). They too speak a language similar to Russian.

The Baltic people in the northwestern part of the Soviet Union had their own countries between the two world wars. These countries were Estonia, Latvia, and Lithuania. During World War II, the Soviets added these countries to the Soviet Union.

The cultures of the Baltic people are very different from those of the Russians or Ukrainians. Most Russians, if they are still religious, belong to the Russian Orthodox Church. Most Estonians and Latvians are Protestant. Most Lithuanians are Roman Catholic. These groups also speak languages which are quite unlike Russian. Even their alphabet is different.

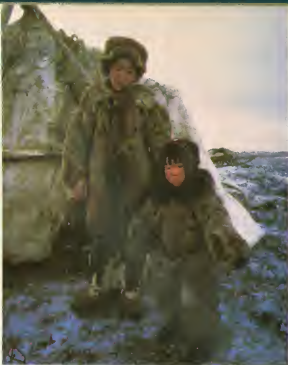
In Soviet Central Asia, there are many Muslims. Most are Turkic people with language and customs very different from the European people of the Soviet Union. In the open marketplaces of the cities, women still cover their faces with scarves as a sign of modesty. The men wear Muslim skullcaps much as their ancestors did.



Caucasus Mountains

Even the frozen, ice-covered wastelands of Siberia are home to many different ethnic groups. The Yakuts (*yə kütz'*), for instance, are a very small group of people who live in the northern part of Siberia. There they make a living by breeding cattle and horses. In the winter, they trap animals for their furs. In the summer, they fish for food. Long ago many Yakuts lived in tents in summer and log barns in winter. Today more and more Yakuts are settling down in small villages and towns.

There are also many Jewish people living in the Soviet Union. In fact, the Soviet Union has more Jews than any other country in the world except for the United States. Unlike other Soviet groups who live in their traditional homelands, the Jews live scattered across the Soviet Union.



Siberia

To Help You Remember

1. Name the five climate and vegetation zones found in the Soviet Union.
2. Which of the climate zones that you named above has (a) little vegetation, (b) thick forests, (c) the best farm land in the country, (d) irrigation projects, (e) mild, rainy winters and hot, dry summers?
3. Name one way the Soviet republics differ from the American states.
4. Why must everyone in the Soviet Union learn Russian?
5. (a) Who are the Russians? (b) Name at least two ways the Baltic people differ from the Russians and the Ukrainians.
6. (a) What religion do many people in Soviet Central Asia follow? (b) How do the Jewish people of the Soviet Union differ from other Soviet groups?

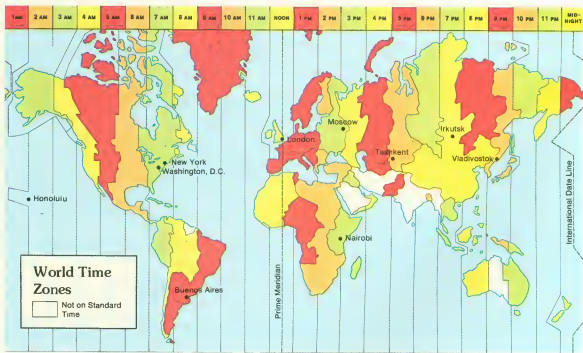
Study Help

Reading a Time Zone Map

In 1884, a group of countries held a conference to establish standard time zones for the whole world. They set up a system of 24 time zones because Earth makes one complete rotation every 24 hours. Each time zone is about 15° of longitude wide.

The map below shows the world's time zones. Notice that they do not follow the meridians of longitude exactly. People adjusted the zones so that a city or small country would not be divided into two zones. Use the map to answer the following questions:

1. When it is noon in London, is it earlier or later by the clock in (a) New York City, (b) Moscow?
2. When it is 3:00 P.M. in Moscow, what time is it in (a) Tashkent, (b) Irkutsk, (c) Vladivostok?
3. Some countries are so large that they are in more than one time zone. How many time zones are there in the Soviet Union?
4. What is the time difference between (a) Buenos Aires and Nairobi? (b) Honolulu and Washington, D.C.?



The Soviet System

Long ago tsars ruled Russia. They controlled all resources in the country. A tsar could even take away land from powerful nobles if he chose to do so. Today the Communist party rather than the tsar rules the Soviet Union. Like the tsar, the Communist party has great power.

The Communist Party

The Communist party and the Soviet government are almost one and the same. Most of the leaders of the one are also leaders of the other. The Communist party makes all important decisions. The government simply accepts these decisions and puts them into effect.

All people who are 18 years or older in the Soviet Union are expected to vote for government officials. However, a Soviet citizen has only one choice. That choice is someone selected by the Communist party. A voter has the right to cross out the name of the party's choice, but few people do.

There are over 260 million people in the Soviet Union. Of these, only about 17 million men and women belong to the Communist party. This means that only a few people in the country have any real say in government. It is considered a privilege, not a right, to belong to the Communist party.

A Soviet citizen who wants to join the Communist party must be at least 18 years old. He or she must be recommended by other party members who have belonged to the party for at least five

years. Even then a new member must wait a full year before being accepted. So only those who have proven their loyalty to Communist party ideals can join the party.

All the most important positions in government are held by party members. Most other important people, including newspaper editors and factory owners, are also party members. In the Soviet Union, anyone who wants to get ahead must belong to the party.

The Communist party touches every part of life in the Soviet Union. There are local party groups at most places of work,

These girls belong to an after-school organization called the Young Pioneers. It is directed by the Communist party.



including factories, universities, and government offices. There are also regional groups and a national group called the Party Congress. However, real power in the Communist party rests in the hands of the Secretariat.

The Secretariat is made up of people who work for the party full time. The head of the Secretariat is called the party general secretary. That person is the single most powerful person in the Soviet Union. He is usually also the **premier**, or head, of the Soviet government. The party general secretary is a little like the president of the United States. There is, however, one important difference. The party general secretary is not elected by the people.

Working in the Soviet Union

The flag of the Soviet Union shows a crossed hammer and sickle on a red background. The hammer stands for the tools of the worker in industry. The sickle represents Soviet farmers harvesting their crops.

Before the Russian Revolution in 1917, Russia was a country of farms and forests. There were some mines in the Ural Mountains and some factories in the cities. However, most of the Russian people worked for wealthy landowners.

Farming. The Soviet Union has changed since the days of the tsars. There are no longer any large private farms in the country.

This woman is watering cucumbers that are being grown in a greenhouse. She works on a state farm in the Ukraine.



One type of farm in the Soviet Union is the collective farm. A collective farm consists of the land that is owned and farmed by all of the people who live on it. At the end of each year, the farm's earnings are shared by those workers.

Farmers on a collective are allowed a small plot of land for their own use. They may keep cows, pigs, and chickens and can grow what they like on this plot. These small plots make up only about three percent of the total farm land in the country. Yet, amazingly, they produce about a quarter of the fruits and vegetables eaten in the Soviet Union.

Soviet farmers travel many miles to sell their home-grown produce in special markets in the towns. People in the towns are willing to pay a little more for this food, since it is usually fresher than that sold in government shops. The Soviet government accepts this situation because the surplus food is badly needed to feed the large population of the country.

Life on a collective farm is hard with few of the comforts enjoyed by town dwellers. Roads are often little more than rutted tracks. Many collective farmers would move to the cities if they could. However, they need special permission to live in large cities like Moscow.

Some collective farms are now being turned into state farms. Workers on a state farm receive wages much as if they were working in a factory. This is the type of farm the Soviet government prefers.

Business and Industry. Workers on a state farm are employees of the government. So are all factory workers, bank



This statue of a woman worker and a collective farmer stands in Moscow.

managers, and business people. The Soviet Union has a **command economy**. That means that the government decides what will be produced, when, how, and for whom.

The Soviet people are allowed to have personal possessions. These include homes, cars, furniture, clothing, and books. However, no private person can own a business or hire workers.

When the Communists first came to power, Russia had few factories compared with other countries in Europe. Most Russian factories produced consumer goods like food products or cloth and clothing. There were few heavy industries in the country at that time.

The first goal of the new government was to build up heavy industry. To do this, the government began a series of five-year plans that set goals for each factory and farm. The goals state how much each farm and factory is to produce by the end of the five-year period.

The first five-year plan began in 1928. The nation was to build steel mills, rebuild railways, and open new mines. In less than five years, the goals were met.

The Soviet people paid a heavy price for that success. During those years, little was done to improve the lives of ordinary people. Workers were pushed to work as hard and fast as possible. For all of their hard work, they got few rewards.

Since 1960, Soviet planners have paid more attention to the needs of ordinary people. Today stores offer customers a wider range of goods to buy. Still the quality of these goods is often not very high. This is because factory managers in the Soviet Union are not concerned with

turning out fine clothing or beautifully made shoes. They are concerned only with producing a set number of goods.

Despite these problems, it is clear that the five-year plans have made a big difference. Farmers who once used horses now have tractors. Steel mills, factories, and mines dot the country. The Soviet Union has become a great industrial power.

To Help You Remember

1. (a) What group of people rule the Soviet Union? (b) Who is the most powerful person in the Soviet Union?
2. Describe the two types of farms found in the Soviet Union.
3. Who owns and operates all businesses and industries in the Soviet Union.
4. (a) What was the goal of the Communists when they came to power after World War I? (b) What did they do to accomplish that goal?
5. Why are there many goods of poor quality in the Soviet Union?

Land of Many Resources

In less than 50 years, the Soviet Union has changed from a country of farms to a great industrial power. How was it possible for a country to accomplish so much in so little time? Much of the answer lies in the nation's resources.

The Soviet Union is rich in natural resources. It has rolling farm lands, thick forests, and large deposits of minerals. In fact, the Soviet Union has all the re-

sources needed by modern industry. Three regions in the Soviet Union are particularly rich in natural resources. These regions are the Ukraine, the Ural Mountains, and Siberia.

The Ukraine

The Ukraine lies on the western steppe. From the 1500's to the 1700's, it was home to a brave group of people known as the

Cossacks. The Cossacks fled to the steppe in search of freedom from the Russian and Polish governments.

The land once ruled by the Cossacks is very fertile. In fact, this land is much like the Middle West in the United States. On the rich black soil of the Ukraine, Soviet farmers grow much of the wheat and rye produced by the Soviet Union. In addition, farms in the Ukraine produce sugar

beets, barley, oats, and sunflowers. When summers in the Ukraine are dry and the rains do not come, the entire country suffers.

The Ukraine is not only a great farming region. It is also an important mining region. The Donets Basin in the eastern Ukraine produces about one third of all the coal mined in the Soviet Union. That coal is used in the production of steel. So

The Soviet Union is rich in natural resources. Name five minerals mined in the Soviet Union. In addition to mining, what other ways do people make use of the land?



the Donets Basin is also a major steel-producing area.

Iron for the steel comes from a place called Krivoy Rog (kriv oi rōg'). It lies 200 miles (320 kilometers) west of the Donets Basin. Farther west at Nikopol are the world's largest manganese deposits.

All of these important minerals have made the Ukraine a leading industrial center. For example, many factories in the Ukraine use the iron and steel to make railroad cars, locomotives, ships, planes, and tractors.

There are also many other types of factories in the Ukraine. Some make chemical products like fertilizer. Others process foods. They turn sugar beets into sugar or wheat into flour. The Ukraine also has many meat-packing plants.

Large factories like this one in the Urals did not exist in the Soviet Union when the Communists first came to power.



The Ural Mountains

The Ural Mountains are famous as the boundary between Europe and Asia. They are better known, however, for their large deposits of iron ore, copper, coal, and nickel.

During World War II, the Germans invaded the Soviet Union from the west. They took over factories in the Ukraine. The Soviets then had to locate some industry in more distant parts of the nation. So they built many factories in and around the Urals. The Soviets wanted to make sure that a foreign power never again controlled their resources.

Today the mountain city of Magnitogorsk (mag nēt'ə gorsk') is one of the largest iron and steel centers in the country. Other cities in the region manufacture machinery and other metal goods. In recent years, the Soviets have also developed the oil deposits that lie between the Volga River and the Urals.

Siberia

East of the Urals is the part of the Soviet Union called Siberia. For centuries, Siberia was little more than an unexplored wilderness. The only people who lived there by choice were a few trappers who traded ermine, sable, and silver fox. Long ago no one realized that the real wealth of Siberia lay beneath its frozen surface.

When scientists began to search for minerals in Siberia, they were staggered by what they found — gold, silver, iron ore, coal, oil, natural gas, platinum, nickel, copper, and even diamonds. Siberia also has vast resources of timber as well as rushing rivers for hydroelectric power.

Today Siberia is a land of opportunity. Young Soviet workers go east to Siberia much as young Americans used to go west to make their fortunes. The Soviet government encourages these young people to do so. It offers them better wages, longer holidays, and a life of adventure.

It is easy to find adventure in Siberia. Many of the region's mineral resources lie north of the Arctic Circle where snow, ice, and semi-darkness blanket the land for days on end. Yet, even here, towns have sprung up almost overnight. Often the only way to reach these towns is by helicopter or airplanes equipped with skis.

Farther south many towns lie along the great Trans-Siberian railroad and in places where coal, iron ore, and oil have been found. One of the fastest growing industrial regions in Siberia lies in the Kuznetsk (kuž'netsk) Basin in the southwest. The Ural area gets its coal from the Kuznetsk Basin. In turn, the Kuznetsk gets its iron ore and other minerals from the Urals.

Coal is only one of the many resources found in western Siberia. The Soviets are also making a great effort to develop the huge oil and natural gas resources located in this area. Oil fields in the Ob Valley are among the richest in the world. Farther north the Gulf of Ob is said to have the world's largest natural-gas fields. Pipelines already carry gas from the Gulf of Ob to cities in the Urals and in other parts of the Soviet Union.

Eastern Siberia is also a land rich in resources. Among the most important are wood, fish, gold, coal, and waterpower. The Soviets have plans for developing this



In the far north of Siberia, people rely on helicopters. Farther south, new railroads are being built.

region. However, so far these plans have moved slowly. The harsh climate and barren landscape discourage even the most adventurous.

To Help You Remember

1. How has the Soviet Union been able to change from a country of farms to a great industrial power?
2. (a) Why is the Ukraine an important farming region? (b) What mineral resources have helped make the Ukraine a large industrial center?
3. Why did the Soviets decide to locate many industries in and around the Urals?
4. Why is Siberia a land of opportunity today?

Chapter Review

Words to Know

tundra taiga steppe

1. Match each definition below with the correct term from the list above.
 - a. an immense region of thick forest and poor sandy soil
 - b. an area of cold and darkness where little grows
 - c. a grassy plain that contains some of the Soviet Union's most fertile soil
2. What is a *continental climate*?
3. What is an ethnic group?
4. What is a *command economy*?
5. What does a *premier* do?

Reviewing Main Ideas

Answer the following questions. They will help you pick out the main ideas of the chapter.

- I. Land and People (pages 386-391)
 1. Describe the climate and tell how people earn a living in each of the following regions: (a) the tundra, (b) the taiga, (c) the steppe, (d) the desert, (e) the Mediterranean zone.
 2. Choose three ethnic groups found in the Soviet Union. Give one fact about the way of life of each group.
- II. The Soviet System (pages 393-396)
 1. (a) Who makes all major decisions in the Soviet Union? (b) Who puts those decisions into effect?
 2. What is the difference between a state farm and a collective farm in the Soviet Union?
 3. Why are small plots of land important in the Soviet Union?

4. Who owns and operates all businesses in the Soviet Union?

III. Land of Many Resources (pages 396-399)

1. What resources have made the Ukraine (a) a great farming region, (b) an important industrial center?
2. What mineral resources lie in and around the Ural Mountains?
3. (a) Why is Siberia a land of opportunity? (b) Name five resources found in the region.

In Your Own Words

Write a paragraph that tells how your life and the life of your family would be different if you lived in the Soviet Union. Include information about the following topics in your paragraph:

religion
voting
farming the land
working in industry
the quality of goods offered in stores

Challenge!

Many countries in Europe have access to warm-water seaports. That is not true of the Soviet Union. Look at the map of the Soviet Union on page 389. Where are its seaports located?

In Chapter 19, you learned that the Soviet Union has expanded its influence over several nations in Central Europe. Locate those nations on a map. What relationship do you see between the political policy of the Soviet Union and its geography?

Unit Review

Take Another Look

- (a) Name the countries that make up Western Europe.
 - (b) Why did the nations of Western Europe form a trade group known as the Common Market?
- (a) Why are the Netherlands, Belgium, and Luxembourg often called the Low Countries? (b) What have people in the Netherlands done to increase the size of their country?
- (a) Name the three peninsulas that make up Southern Europe.
 - (b) How does the climate of Southern Europe affect farming?
- Why have many Southern European nations started factories and new industries in recent years?
- (a) What countries make up Central Europe? (b) Why has Central Europe been a battleground many times in the past?
- (a) What countries in Central Europe are communist nations?
 - (b) What countries in Central Europe are neutral nations?
- (a) What two Northern European countries lie on the British Isles?
 - (b) What countries make up Scandinavia?
- Why do religious differences divide the people of Northern Ireland today?
- (a) What are the five climate zones found in the Soviet Union?
 - (b) Describe each zone in a sentence or two.
- (a) What did the Communists set out to do when they took control of the Soviet Union in the early 1920's? (b) Name two ways life in the Soviet Union has changed since the revolution.

You and Current Events

The countries of Europe are often in the news. Choose one region of Europe and collect stories and pictures about the countries in that region. What do the stories you have collected have in common? What differences do they tell about the countries. What do they tell about important issues facing the region? What do they suggest about the relationship between the United States and the region?

Make a scrapbook using the stories and pictures you have collected. Write your own captions for the pictures based on what you have learned about the region. Share your scrapbook with the members of your class.

Based on the information in your scrapbook, which country in the region would you most like to visit? Why?



Unit Eight

The World Today: Southwest Asia and North Africa



Southwest Asia and North Africa together make up a region known as the Middle East. Long ago the first farming villages arose in the Middle East. So did the world's first nation. It was in the Middle East too that three great religions arose—Judaism, Christianity, and Islam. For these reasons and many others, the Middle East has always been important to people all over the world. This is no less true today.



Southwest Asia

Much of Southwest Asia is a dry, empty land. In some places, sand dunes rise to high peaks. In others, the land is hard and rocky. Yet people have been fighting over Southwest Asian lands for thousands of years. Long ago they fought for control of the many trade routes that crisscross the region. They still do. Southwest Asia is the place where Asia, Africa, and Europe come together. So it is important to people on all three continents.

Over the years, religious differences have also led to many wars in Southwest Asia. Over 1,000 years ago, warriors from the Arabian Peninsula turned much of Southwest Asia into a Muslim land. Later Crusaders came from Europe. They were determined to make Southwest Asia Christian. Today the fighting continues. In some places, Jews battle Muslims. In others, the quarrel is between Muslims and Christians. In still others, there is fighting among various groups of Muslims.

In recent years, oil has made the quarrels more serious. Today oil is one of the most valuable resources on Earth, and over half of the world's oil lies beneath the deserts of Southwest Asia. If that supply was cut off, people in all parts of the world would suffer.

As You Read

This chapter is divided into three parts.

- Land and People
- The Eastern Mediterranean
- The Oil-Rich Gulf Nations

As you read, look for things that unite the people of Southwest Asia. Look too for things that divide them.

Land and People

Even though quarrels often divide the people of Southwest Asia, they have much in common. Most of the people speak the same language, Arabic. They have similar customs and traditions too. Ways of life are remarkably alike throughout the region. Even the land is similar.

The Land of Southwest Asia

Southwest Asia is one of the driest places in the world. Much of it is desert. Why is

so much of this region a desert? Part of the answer lies in the band of mountains that stretch across the northern part of the region. Part lies in the ways people have used the land.

The Role of Mountains. The mountains of Southwest Asia keep out rain. Warm, wet winds from the north cool as they rise to cross these mountains. The cool air cannot hold much water. So most of it

Southwest Asia extends from Turkey in the west to Iran in the east. What mountain ranges stretch across the northern part of the region?



falls over the mountains as rain or snow. By the time the winds reach the southern part of the region, they are very dry.

The Role of People. Mountains helped create the deserts of Southwest Asia. Yet people helped the deserts grow even larger. They have done so in a variety of different ways.

The only forests in Southwest Asia are on high mountain slopes. They are the only part of the region that gets enough water for trees to grow. For thousands of years, people have been cutting down those trees. The people of ancient Egypt made furniture from the cedars that once grew in the mountains of Lebanon. King Solomon of ancient Israel used the cedars to build his temple in Jerusalem. Today most of the forests are gone.

Without trees, there is nothing to keep rich topsoil from blowing away. In many places, wind and rain have stripped the mountain slopes bare.

The Bible and other ancient writings describe the great cedars of Lebanon. They also tell of green pastures in parts of Southwest Asia that are now wastelands. For centuries, people used those pastures to graze animals. Over the years, they had grazed them bare. There was nothing to keep the dry, desert winds from **eroding**, or blowing away, the soil. Soon land that was once used for farming became part of the desert.

Southwest Asian People

Long ago the people of Southwest Asia played a role in increasing the size of the deserts. Today Southwest Asian people

are working hard to turn wasteland back to farm land and pasture.

In Israel, farmers plant trees to hold down the topsoil. They also pipe water from the Jordan River to the Negev Desert. The Syrians are building a large dam on the Euphrates River. Someday it will double their farm land. People in other parts of Southwest Asia are also building dams and irrigation canals.

The people of Southwest Asia face common problems. Everywhere they work to hold back the deserts. Everywhere they search for fresh water. They are alike in other ways too.

This Israeli farmer is tending cucumbers on land that was once part of the desert.





Like many villages in Southwest Asia, this one in Saudi Arabia has closely spaced houses made of sun-dried mud.

Nomads. In every country in Southwest Asia, a few people live as **nomads**. Nomads are people who wander from place to place. Many of the nomads in Southwest Asia are a group of people known as the Bedouin. The Bedouin wander from place to place in the desert in search of grass and shrubs for their camels, sheep, and goats.

Many Bedouin live much as they did in the days of Muhammed. From autumn until early spring, they roam the deserts.

In the summer when temperatures soar to 120°F (40°C), the Bedouin gather at **oases**. An oasis is a place in the desert that has water. The nomads stay at the oases until the first rain. Then they return to the desert.

Villagers. Most Southwest Asian people do not live as nomads. They live in small farming villages. Although each village is different, there are many similarities among them.

In almost every village, the houses stand close together. They are surrounded by fields planted with wheat and many different kinds of fruit and vegetables. Most villagers also own at least a few goats and sheep. These animals graze on land too poor for farming.

Since most people in Southwest Asia are Muslims, a village usually has a mosque. Here followers of Islam gather to pray five times a day. Larger villages have a few shops and perhaps a school.

The most fortunate villagers own their own land. Those who do not can be divided into three groups. They are **tenants**, **sharecroppers**, and **day laborers**. Tenants rent only land. They pay their rent in money. Sharecroppers, on the other hand, rent more than land. They get tools and seeds from the landowner. In return, they must give up most of their harvest to the landowners. Day laborers are the poorest people in any village. They are hired to do work only as they are needed.

In Israel, some farmers own land jointly. They live on a **kibbutz** (kib úts'). Members of a kibbutz not only own land as a group but also farm it together.

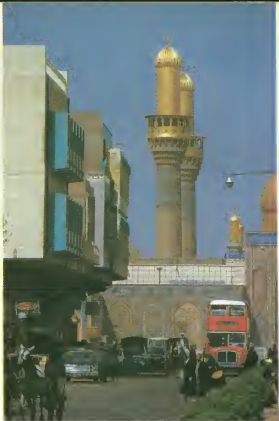
City Dwellers. Today more and more villagers are moving to cities and towns. Many of the cities in Southwest Asia are hundreds of years old. Some have been bustling centers of trade, religion, art, and government since the days of the ancient Sumerian city-states.

In the old parts of these cities are *souqs* (süks), or markets, much like those Crusaders visited centuries ago. Here visitors can still buy fruit, marvel at the glowing colors in a Persian carpet, or spray themselves with glamorous perfumes from Damascus or Baghdad. Shoppers and storekeepers still haggle over prices, trying to make the best deals.

As in the villages, religion is an important part of city life. The gleaming white domes of the great mosques can be seen in every large city. Most cities also have a Christian quarter, or section. Here most of the city's Christian families live. Nearby are their churches and shrines. Most cities have a Jewish quarter too. It is not as crowded today as it once was. Many Jews in other parts of Southwest Asia have moved to Israel.

In the newer parts of Southwest Asian cities, there are banks, offices, and factories. The streets are crowded with cars, buses, taxis, and people. There are also many big department stores, restaurants, and movie theaters.

Although Southwest Asians have much in common, people there often lose sight of the things that unite them. Instead, they focus on issues that divide the region. In the next two sections, you will explore some of the causes of the conflicts in Southwest Asia.



In Baghdad, the capital of Iraq, old and new ways exist side by side.

To Help You Remember

1. (a) How do the mountains of Southwest Asia play a role in keeping the region dry? (b) How have people in Southwest Asia played a role in increasing the size of the deserts?
2. Name two ways people in Southwest Asia are working to create more farm land and pastures.
3. How do a few people live in every country in Southwest Asia?
4. Name three ways the villages of Southwest Asia are alike.
5. (a) Describe the old sections of Southwest Asian cities. (b) Describe the new sections.

The Eastern Mediterranean

Five countries lie along the shores of the eastern Mediterranean. They are Turkey, Syria, Jordan, Lebanon, and Israel. These are the most crowded countries in Southwest Asia. They get the most rain. They are also the most divided countries in the region. Many of those divisions began hundreds of years ago.

The End of the Ottoman Empire

For nearly 600 years, the Ottoman Turks ruled the eastern Mediterranean. They controlled the trade between Europe, Asia, and Africa. At first, that trade was very profitable. Then, in the 1500's, Europeans found an all-water route to East Asia. They no longer passed through Southwest Asia.

In the years that followed, life grew quieter in the markets of Southwest Asia. Fewer traders and travelers came to the region. People were poorer. The Ottoman rulers did nothing to build up trade again. Instead, Ottoman rulers began to fear new ideas and new inventions. So while the Industrial Revolution was changing life throughout Europe in the 1800's, few of those changes reached the eastern edge of the Mediterranean Sea.

Then, in 1914, World War I began. The Ottomans sided with Germany and Austria against France and Great Britain. When the war was over, the winners divided up the Ottoman Empire. Great Britain took over Palestine (which is now Israel and Jordan) and Iraq. France ruled Syria and Lebanon.

Only Turkey managed to win its independence. In 1922, Turkish army officers overthrew the last Ottoman emperor. They then defeated the Greeks, who had invaded their country. By 1923, Turkey was a republic, the first in Southwest Asia.

Many groups in the old Ottoman Empire were envious. They too wanted to rule themselves. When people want to have their own country with their own laws and their own language, they are called **nationalists**. In the early 1900's, many people on the eastern edge of the Mediterranean became nationalists. Slowly they won their freedom. By 1946, only Palestine was not yet free.

The Conflict over Palestine

Until about 2,000 years ago, most Jews lived in Palestine. In those days, Palestine was part of the Roman Empire. Then, in A.D. 70, the Jews rebelled against the Romans. The Romans not only put down the rebellion but also forced thousands of Jews to leave the country and settle elsewhere. Only a few managed to stay on. They continued to live in Palestine even after the country fell under Arab and later Ottoman rule.

Jewish Nationalists. In the late 1800's, many Jews in Europe became nationalists. They wanted to return to Palestine and build a Jewish nation. They believed that only when Jews had their own country would they be safe from attacks by Christians or Muslims. These Jewish nationalists were known as *Zionists*. (*Zion* is

another name for Jerusalem.) Many Zion-ists moved to Palestine in the early 1900's. Thousands more came after World War II. Most were survivors of Hitler's death camps.

Arab Nationalists. Many Arabs in Palestine also wanted their own country. They too were nationalists. Both the Palestinian Arabs and the Jews were sure that their side was right. Each group also believed it had the support of the British. The British had promised Palestine to both groups during World War I. So Jews expected Palestine to become Israel, a Jewish nation. The Palestinian Arabs expected it to be a Muslim nation.

In 1946, the United Nations tried to end the quarreling by dividing the land. The Jews were given part of the land, which they named Israel. The rest was to be a Palestinian Arab country.

War. Other Arabs did not accept the United Nations' plan. On May 15, 1948, five Arab nations—Egypt, Iraq, Lebanon, Syria, and Jordan—attacked Israel. Israel not only won the war but also gained some land. Jordan also gained land. It took over much of the land set aside for the Palestinian Arabs. In the years that followed, the two sides went to war again and again. Each time the Israelis added more land to their country.

Today Jews (left) and Arabs (right) remain divided over the existence of Israel as a Jewish state.





In Israel, both men and women are required to serve in the armed forces.

An Uneasy Peace. Today Israel is at peace with only one of its neighbors, Egypt. So Israel must constantly stand guard against attack by other nations in Southwest Asia. It must also guard against attacks by Palestinian Arabs. Many fled the country in 1948. However, they did not give up their dreams of their own Palestinian nation.

The United Nations has repeatedly asked Israel to let the Palestinians return to their homes. Israel has refused. It argues that the Palestinians have sworn to destroy Israel. The Arab countries have also refused to let the Palestinians become citizens. As a result, thousands have made their homes in camps run by the United Nations. Their children and grandchildren know no other home.

In 1976, the United Nations recognized the right of Palestinians to have their own country. However, no one can agree on what lands they should have. So the conflict drags on. Each year it becomes harder to reach a fair settlement.

Lebanon: A Divided Country

In Israel, the fighting is between Jews and their Arab neighbors. In Lebanon, a country to the north of Israel, people have been fighting a civil war. On one side are Christian Lebanese. On the other side are Muslim Lebanese.

The people of Lebanon were not always at war with each other as they are today. For over 1,300 years, many different groups of people found refuge in the mountains and hills of Lebanon. Here they were safe from religious wars and political disagreements. Each group had its own territory.

By the 1970's, Lebanon had 17 large national and religious groups and hundreds of smaller ones. Each group shared power in the government. For example, the president of Lebanon was always a Christian and the prime minister of Lebanon was always a Muslim.

Then, in the 1970's, many Palestinian Arabs arrived in Lebanon. They were driven out of Jordan after they tried to take over the government there. The Lebanese quickly found that they could not control the Palestinians either. The newcomers set up their own country within Lebanon. They had their own soldiers and their own laws.

The arrival of the Palestinians divided Muslims and Christians in Lebanon. They



Until 1975, Beirut, Lebanon, attracted tourists and vacationers from all over the world. Today much of the city lies in ruins.

could no longer agree on how the country should be run. In 1975, a civil war began. There was fighting between Christians and Muslims, between Christians and Palestinians, and between people with different ideas about government. Each group had its own army. At one point, there were as many as 30 separate armies in Lebanon.

Soon other countries became involved in the fighting. Israel helped one group of Christians. Syria sent soldiers to help several other groups. Then, in 1982, Israel invaded Lebanon. They came to drive out the Palestinians who were raiding Israeli settlements. By 1983, several countries, including the United States, had sent troops to Lebanon. They were sent to try to keep peace among the many warring groups. By 1985, only Syria remained in

Lebanon. The other countries left even though fighting continued. Many people doubt Lebanon will be united again.

To Help You Remember

1. (a) What five countries lie along the eastern edge of the Mediterranean Sea? (b) Who ruled these countries for nearly 600 years?
2. (a) What did Jewish nationalists living in Palestine want? (b) What did Arab nationalists want? (c) What plan did the United Nations work out in 1946?
3. Why do thousands of Palestinians make their homes in camps run by the United Nations?
4. (a) What did Palestinians do when they arrived in Lebanon? (b) How did the arrival of the Palestinians lead to civil war in the country?

Study Help

Comparing Graphs

Over half of the world's oil supply lies beneath the deserts of Southwest Asia. Most of that oil lies in six countries. Those countries are Iran, Iraq, Kuwait, Qatar, Saudi Arabia, and the United Arab Emirates.

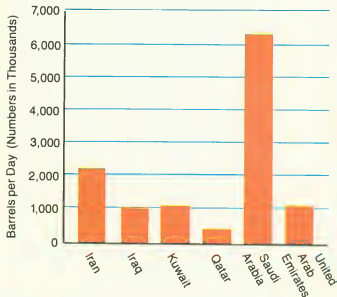
A bar graph can compare oil production in these countries quickly and easily. The longest bar shows the greatest amount of oil produced. The shortest bar shows the smallest amount of oil produced. Use the bar graph on the left to answer these questions.

1. Which country produced the least amount of oil?
2. Which country produced the greatest amount of oil?

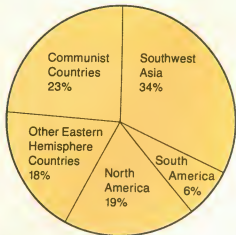
Now use the circle graph on the right to compare oil production in Southwest Asia with oil production in the rest of the world.

3. What percent of total world oil production comes from Southwest Asia?
4. (a) What part of the world produces the most amount of oil?
(b) What part of the world produces the least amount of oil?

Oil Production in Southwest Asia



World Crude Oil Production



The Oil-Rich Gulf Nations

Three large countries—Saudi Arabia, Iran, and Iraq—and several small ones lie along the Persian Gulf. They too are divided. In 1980, for example, religious differences led to a war between Iraq and Iran. Both are Muslim nations, but each belongs to a different branch of Islam.

The Gulf nations are also alike in some ways. They are the richest nations in Southwest Asia. All have oil. With this new wealth has come new opportunities and new problems. People in the region do not always agree on the best way to deal with either the opportunities or the problems that oil brings.

Oil: Black Gold

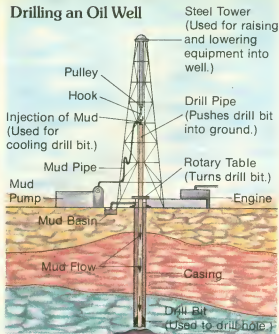
Long ago few people paid much attention to oil. In those days, people saw it as a black, sticky liquid with no value. Today, however, oil is more valuable than gold. It is used to run machines, heat buildings, and fuel cars.

Europeans and Americans began to drill for oil along the Gulf in the early 1900's. By 1934, they had found huge deposits in Iran, Iraq, Saudi Arabia, and Kuwait. At the time, none of these countries had the know-how to run its own wells. So each country rented drilling rights to foreign oil companies.

*Name the countries of Southwest Asia that lie along the Persian Gulf.
Which of these countries have large deposits of oil?*



Drilling an Oil Well



Rotary drilling, shown above, is one of many different drilling methods.

Renting benefited the oil companies more than it did the Gulf countries. Many people in the region did not like having outsiders control so much of their countries' wealth. So one by one, each country has taken over its own oil fields.

Today the **profits**, money gained, from producing oil go to the governments of Gulf nations. They set the price for oil. In setting prices, each country is well aware that oil is a **nonrenewable** resource. That means that once it is used up it cannot be replaced. So each country is eager to get as much money for oil as possible.

Each country also uses much of its oil money to protect its future. Therefore, most countries are building new industries. Saudi Arabia, for example, now has steel mills and chemical plants. It is also using oil money to dig wells and build

dams that will increase its water supply. Near Jidda, the Saudis have even built a plant that turns sea water into fresh water. Other countries in the region have similar projects. As a result, life throughout the region is changing rapidly.

The Gulf countries are also using some of their oil profits to raise the **standard of living** of their people. A country with a high standard of living has enough food to feed its people, safe housing, good medical care, and provides opportunities for education.

Oil has also brought many foreigners to countries along the Gulf. Some come just to do business and then leave. Others come to stay. Few Gulf nations have enough workers to run the many new industries that have sprung up there. As a result, people from all over the world have settled in these countries. Many have customs that differ from those of people who live along the Gulf.

The Value of Tradition

Tradition is important to the people in all of the Gulf nations. They value the old ways of doing things. They are proud of their past. Many are fearful of the newcomers and the changes they are bringing to life along the Gulf. In Iran, those fears led to a revolution.

In the early 1920's, a man named Reza Khan Pahlavi (pā'lā vē') took charge of Iran. He made himself *shah*, or king, of Iran. Reza Shah wanted Iran to be like the United States and countries in Europe. So he tried to force people to give up the old ways. Men had to wear hats like those Europeans wore. Women could

no longer wear veils even though Islamic law required that they keep their faces covered in public.

The shah believed that Islam kept people from accepting new ideas. So he started government schools to take the place of religious ones. His son Muhammad Reza Shah Pahlavi took charge of the country in 1941. He went even farther than his father in modernizing Iran.

The new shah used oil money to start new businesses. At the same time, he gave much land to small farmers. The land he gave them belonged to religious leaders. He wanted to weaken their power.

Many Iranians were outraged. They did not want to be like foreigners. Religious leaders called *mullahs* (mūl' əz) began to speak out against the shah. They soon had many followers.

The shah used a special police force to put down the protests. He had thousands arrested. Some were forced to leave the country. Others were tortured and killed.

Yet the protests did not stop. Instead, they attracted more and more people. Finally, in January of 1979, the shah had to turn over the government to a new leader. He then left the country.

Religious leaders quickly took control of Iran. They set up an Islamic republic, a nation guided by Muslim law. A religious leader known as an *ayatollah* (ā'ə tō'lə) now ruled the country. He commanded the armed forces and appointed all judges. He along with a council of religious leaders also reviewed all laws to make sure they agreed with Islam.

Iran is not the only country along the Gulf where people are fearful of change.



Today the women of Iran must wear veils in public as Islamic law requires.

Those fears are shared throughout the region. Many Muslims, however, do not think it is necessary to stop change as the Iranians are now trying to do. They believe that they can live a modern life and still be faithful to their religion. Yet few think it will be easy to do so.

To Help You Remember

1. (a) Why did nations along the Persian Gulf rent oil rights to European and American countries? (b) Who controls the oil fields along the Persian Gulf today?
2. Name at least three ways money from oil has changed life along the Gulf.
3. (a) Describe at least three changes that Reza Shah and his son made in Iran. (b) How did many people in Iran feel about those changes?
4. (a) Who took control of Iran when the shah was forced to leave? (b) What laws guide Iran today?

Chapter Review

Words to Know

- | | |
|-----------------|-----------------------|
| a. nomads | f. eroding |
| b. oasis | g. nonrenewable |
| c. nationalists | h. sharecroppers |
| d. tenants | i. profits |
| e. day laborers | j. standard of living |

Match each term in the list above with the correct definition below.

1. People who wander from place to place
2. People who are hired only as needed
3. People under foreign rule who want to have their own country
4. People who rent land, seeds, and tools from a landowner
5. People who rent land only
6. Wearing away
7. A place in the desert that has water
8. Something that cannot be replaced
9. Money gained from business
10. A measurement of the nutrition, health care, education, and housing that people in a country have

Reviewing Main Ideas

I. Answer the following questions. They will help you see ways the people of Southwest Asia are alike.

1. (a) What common problem do the farmers of Southwest Asia face because the land is so dry?
(b) Name three ways people in the region are working to try to solve this problem.
2. (a) What is the language of most Southwest Asian people?
(b) What is the religion of most Southwest Asian people?
3. What valuable resource lies beneath many of these lands?

4. What three ways of life are found throughout the region?

II. Answer the following questions. They will help you see differences that divide the people of Southwest Asia.

1. Why did many people in the region become nationalists after the breakup of the Ottoman Empire?
2. What differences divide Arab nationalists and Jewish nationalists?
3. What two groups of people have been fighting a war in Lebanon?
4. (a) Why have many foreigners come to the Gulf countries in recent years?
(b) How has their arrival caused conflict in the region?

In Your Own Words

Write a paragraph about *one* of the following topics. The answers you gave in the exercise above will help you.

Ways Southwest Asians are alike
Differences that are dividing the people of Southwest Asia

Challenge!

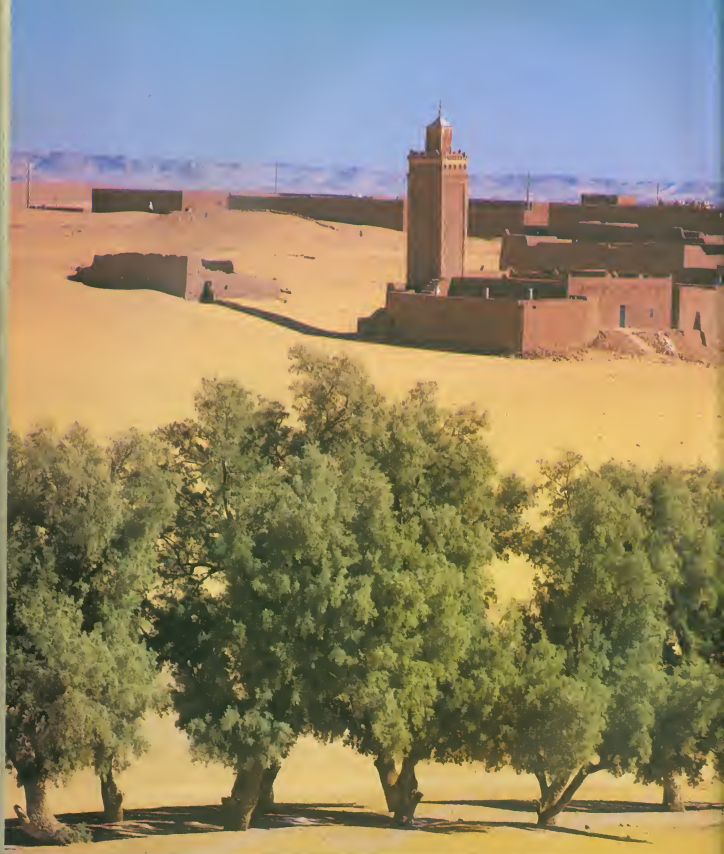
Life in Southwest Asia is different in many ways from life in the United States. There are also many similarities. Find out more about one of the countries in Southwest Asia. Imagine that you have visited that country. Write an account of your visit. In it, describe some of the differences you saw. Point out likenesses too. Exchange your account with one written by a classmate. How are your accounts similar? What differences seem most striking?

Keeping Skills Sharp

Most people in Southwest Asia speak Arabic. However, a number of other languages are important too. Use the map to answer the following questions.

1. Name at least four countries in Southwest Asia in which Arabic is the main language spoken.
2. (a) Name two countries in which people speak more than one language.
(b) What languages do they speak?
3. Name the country where Hebrew is the main language.
4. In what countries do many of the people speak Kurdish?
5. Name two languages spoken along the south coast of the Black Sea.





North Africa

Like Southwest Asia, North Africa is also a very dry land. The world's largest desert—the Sahara—covers much of North Africa. In places, hot, dry winds create sand dunes almost as tall as mountains. In other places, gravelly plains and bare mountains cover the land.

The people of the two regions also have much in common. Over 1,200 years ago, Muslim warriors from the Arabian Peninsula conquered much of North Africa. As a result, most North Africans are Muslims. As in Southwest Asia, the white domes of mosques can be seen in every North African city. The call to prayer is in Arabic too. It is the language of most people in North Africa.

Like Southwest Asia, North Africa has also been conquered many times. Yet people there have also managed to keep alive many of their own customs and traditions. Today North Africa is no longer ruled by outsiders. The five countries of North Africa—Egypt, Libya, Algeria, Tunisia, and Morocco—are all independent nations. In each country, people are trying to make their nation stronger and more prosperous.

As You Read

This chapter is divided into three parts.

- Land and People
- Egypt
- The Maghrib: Lands to the West

As you read, look for ways Southwest Asia and North Africa are alike. Look too for ways the two regions differ.

Land and People

People have been living in North Africa for thousands of years. Many groups have always lived in the region. Others came as conquerors. The Romans once ruled parts of North Africa. So did the Arabs, the Ottoman Turks, the Spanish, the French, the Italians, and the British.

North Africa's land is as varied as its history. Although most of it is desert, it also has high mountains, grassy plains, and a fertile river valley—the Nile.

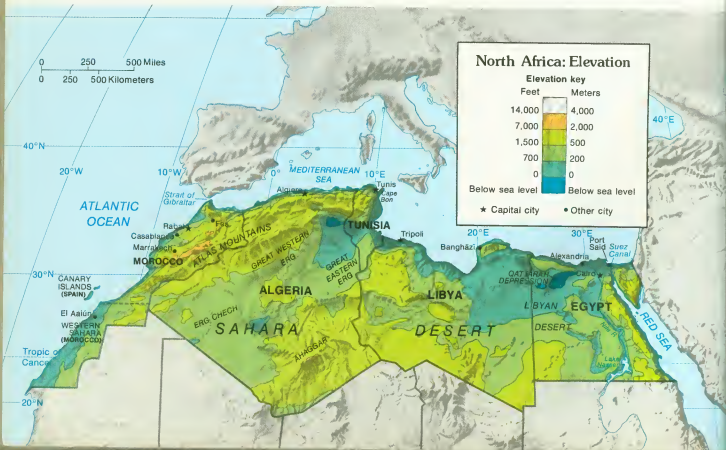
North African Lands

Long ago Arab geographers called North Africa the islands to the west, or the

Maghrib (mag'rəb). (*Maghrib* means "west" in Arabic.) They thought of the region as a series of island-like oases in a sea of sand. Today only four countries in North Africa are called the Maghrib. These countries are Morocco, Algeria, Tunisia, and Libya. Egypt is in some ways different from these four.

The Maghrib. In the Maghrib, the nearer a place is to the sea, the more rain it gets. So the coast of the Maghrib gets more rain than places farther inland. The climate is much like that of Spain, Greece, and other Mediterranean countries. In

In what North African countries do the Atlas Mountains lie? How high are these mountains?





Throughout much of the Maghrib, sheep graze on pastures that lie in the shadow of the tall, snow-covered Atlas Mountains.

summer, the wind blows north out of the desert. So summers are hot and dry. In winter, the winds blow south out of the sea. So winters are mild and rainy.

Not far from the sea, the land rises to a high, dry plateau. Much of this land is covered with grass and shrubs. At the southern edge of the plateau, the land changes again. Here the tall Atlas Mountains stretch across part of the Maghrib. Some are snow covered even in summer.

South of the Atlas Mountains the land grows drier and drier. Here the Sahara begins. Only a small part of this desert is sandy. Most of it is hard and stony. It has steep mountain ranges too. Below them stretch bare plains covered with rock or loose gravel. Dry riverbeds called **wadis**

cut through these plains. They have water only after a rain.

Egypt. The Sahara stretches far to the east. It covers almost all of Egypt. In Egypt, however, no band of green brightens the coast. People find enough water to live only along the Nile.

The Nile begins in the highlands of central Africa. Every spring during the rains there, the river starts to rise. By summer, it is so swollen with extra water that it spills over its banks.

Centuries ago, Egyptians learned to trap the flood waters in catch basins. Today Egyptians still irrigate their fields with river water. Without the Nile, life would be impossible in Egypt.



In Fez, Morocco, leather dyers use skills that are hundreds of years old.

North African People

The people of North Africa have much in common. All have learned to live in a hot, dry land. They are alike in other ways too. Over 95 percent are Muslims. Almost all speak the same language, Arabic.

Everywhere in North Africa, old ways and new ways exist side by side. Today many nomads plod through the blistering heat of the Sahara much as their ancestors did. They still trade camels, sheep, and salt for cloth, wheat, and tea. The boys learn to tend the herds and the girls learn to spin wool into yarn. Yet some things have changed. As the nomads travel, they now pass giant oil rigs as well as sand dunes and wadis.

Other people in North Africa live in tiny villages. They tend orchards of olive,

almond, orange, or lemon trees. They grow wheat. Many also herd sheep and goats on mountain pastures. As they work, they listen to the latest music on radios made in Japan or Korea. Some villagers send their sons and even their daughters to universities in the cities.

Most cities of North Africa lie along the coast of the Mediterranean or on the banks of the Nile. Here many people work at jobs that were unknown in the past. They run computers, build oil rigs, or make trucks in large factories. Their children dress in blue jeans and go to schools much like those in the United States.

Not far from the broad avenues lined with skyscrapers are the crowded, twisting lanes of the old markets. Here people work at crafts that are thousands of years old. They hammer patterns into sheets of copper and brass. They embroider slippers and weave carpets. Skills here are passed from parent to child just as they have always been. Today, however, many artisans sell not only to their neighbors but to people throughout the world.

To Help You Remember

1. What four countries in North Africa are called the Maghrib?
2. (a) Which part of the Maghrib gets the most rain? (b) What part of the Maghrib gets the least rain?
3. What part of Egypt has enough water for people to live?
4. Name at least two things North Africans have in common.
5. Give at least one example of how old ways and new ways exist side by side in North Africa today.

At the beginning of this chapter, you were asked to look for ways Southwest Asia and North Africa are alike and ways they are different. The questions below will help you compare these two regions. Southwest Asia has been done for you.

1. What is the land of the region like?

Southwest Asia: Southwest Asia has mountains in the north and dry, empty land in the south.

North Africa: _____

2. What is the religion of most people in the region?

Southwest Asia: Most people in Southwest Asia are followers of Islam.

North Africa: _____

3. What is the language of most people in the region?

Southwest Asia: Most people in Southwest Asia speak Arabic.

North Africa: _____

4. How do the people of the region live?

Southwest Asia: Most people in Southwest Asia live in farming villages. Others live as nomads or work in cities.

North Africa: _____

5. What are some old ways of life still found in the region?

Southwest Asia: Many nomads live much as they did in the days of Muhammed.

North Africa: _____

6. What are some new ways of life found in the region?

Southwest Asia: As people develop oil and other resources, they are taking on jobs that did not exist until a few years ago.

North Africa: _____

7. How do people in the region feel about change?

Southwest Asia: People still value the old ways of doing things. Many are fearful of change.

North Africa: _____

As you read the rest of this chapter, continue to compare these two regions.

Egypt

Over 5,000 years ago, the Egyptians built the world's first nation. In the years that followed, they were conquered many times. The Greeks, the Romans, the Persians, the Arabs, and the Turks have all ruled Egypt. Yet, during all those years, dreams of independence did not die. The last period of foreign rule began in 1882. That year British troops moved into Egypt.

The British in Egypt

The British did not come as conquerers. Instead, they came to protect a very important shipping route. That shipping route is the Suez Canal. It links the Mediterranean Sea with the Red Sea.

The Suez Canal runs across the Isthmus of Suez. (An isthmus is a narrow strip of land that connects two larger pieces of land.) The French started to build the

canal in 1854 with permission from Egypt's leaders. In return for France's help, the Egyptians gave French business people part ownership in the canal.

The canal was finally completed in 1869. It was an immediate success. It shortened travel time between Europe and Asia by several weeks.

Although a French company dug the canal, the British benefited from it more than any other country. They had many colonies in South Asia and in Southeast Asia. Now they could ship goods to and from those colonies more quickly and more cheaply than ever before.

The British wanted to make sure that their ships could always travel through the canal. So they bought out Egypt's share in the waterway. Soon after, they stationed soldiers in Egypt to guard the canal.

Today the Suez Canal is wider and deeper than it was in 1869. In this photo, ships are entering the southern end of the canal.



Although the British came to protect the canal, they in fact took control of the whole country. Egypt still had its own government and laws, but real power lay in the hands of the British.

Egyptians in Control

Many Egyptians did not want outsiders running their country. They wanted Egypt to be independent again. Among them was a group of army officers led by Gamel Abdel Nasser. In 1952, these officers took charge of the country by overthrowing the king. The king had worked closely with the British. He had their support but not the support of his people.

In 1953, Egypt became a republic. Three years later Nasser became the first president of the new republic. Soon after, he took over the Suez Canal. The French and the British were outraged. Although their colonies in Asia were independent now, both used the canal to transport oil from Southwest Asia. They feared that Nasser might stop those oil shipments.

Egyptian control of the canal also troubled Israel. Nasser refused to let ships bound for Israel pass through the canal, even though it was supposed to be open to all nations. Israel responded by sending troops to Egypt. So did Great Britain and France. The three countries seized the Mediterranean end of the canal.

The United Nations quickly stepped in to stop the fighting. It persuaded Great Britain, France, and Israel to withdraw. It allowed Egypt, however, to keep control of the canal. Egypt was now a truly independent nation. Its leaders set out to build a strong country.



Egypt began building the Aswan Dam in 1960. It was officially opened in 1971.

Strengthening the Nation

In the 1950's, as in the past, many Egyptians lived in small farming villages along the Nile. In ancient times, Egyptian farmers could produce enough food to feed the nation. By the 1950's, farmers could no longer do so. Egypt now had more people than ever before. So Egypt's leaders were eager to find ways to grow more food. They looked to the Nile for help.

In 1971, Egypt, with the help of the Soviet Union, completed a large dam on the Nile River at Aswan. It was one of several dams along the river. These dams hold back floodwaters. The floodwaters are then released slowly all through the year to irrigate crops. Therefore, farmers can plant crops all year long, not just in August, when the river overflows.



Cairo, the capital of Egypt, lies on the Nile River. The Cairo Tower in the background is a famous city landmark.

The Aswan Dam and others like it have changed farming throughout Egypt. In the past, farmers could plant only one crop each year. Now they can plant two or even three crops a year.

Yet, in some ways, the dam has hurt farming. In the days when the Nile overflowed each year, the river left behind rich soil. So Egyptian farmers did not have to use fertilizers. Today they must.

Still the benefits of the dam far outweigh the problems. The Aswan Dam can irrigate over 2 million acres (800,000 hectares) of farm land. It also provides electricity. That electricity has helped industry grow. As a result, many Egyptians are leaving their villages and taking jobs in Cairo and other large cities.

Every year thousands of tourists also come to Cairo. They come to see the great

pyramids nearby. They were built as tombs thousands of years ago for the pharaohs of ancient Egypt. The pyramids are a reminder of Egypt's past glory. Nearby is the Aswan Dam. It is a reminder of Egypt's dreams for the future.

To Help You Remember

1. (a) Why did the British move into Egypt in the late 1800's?
(b) Why did a group of army officers overthrow the king of Egypt in 1952?
2. (a) Why did Britain, Israel, and France seize the Mediterranean end of the canal after Nasser came to power?
(b) Who controls the canal today?
3. (a) Name two ways the Aswan Dam has helped farmers grow more food in Egypt. (b) How has the dam helped industry in Egypt?

The Maghrib: Lands to the West

The British were not the only outsiders with great power in North Africa. In 1830, the French invaded Algeria. Four years later, Algeria became a French colony.

From Algeria, the French took over Tunisia in 1881 and most of Morocco in 1912. During the same period, Spain claimed the northern part of Morocco, and Italy began war on Libya.

For many years, the people of the Maghrib struggled against European rule. By 1962, all of them were independent once again. During the long years of foreign rule, the resources of the Maghrib helped European countries grow richer. Today

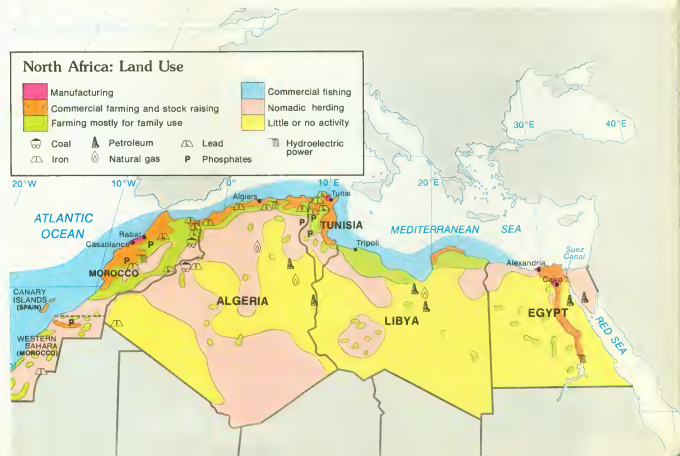
those resources are being used to improve life throughout the region.

Riches in the Desert

Oil lies beneath the deserts of Southwest Asia. The Sahara in North Africa is also rich in oil. It has many other resources as well. These resources, however, are not spread evenly throughout the region.

Libya and Algeria have most of the oil in North Africa. Libya has few other resources. Algeria is more fortunate. It is also rich in iron, coal, and phosphate. Morocco also has phosphate. In fact, it produces more phosphate than any other

Besides oil, what other mineral resources do the countries of North Africa have?



country in the world. Phosphate is used to make fertilizers. Morocco also has lead and iron. So does Tunisia.

Each country builds roads, schools, and hospitals with the money it makes by selling oil and other resources. Each country also uses the money to expand its water supply. As in Southwest Asia, water is the most precious resource in the region.

Most people in North Africa are farmers or herders. Tunisia has more farm land than any other country in North Africa. Still two thirds of the country is a wasteland. Over 97 percent of Libya is desert. So governments are helping people find other ways of earning a living.

The Growth of Education

When the Maghrib was ruled by foreigners, Europeans ran the businesses and

owned most of the best farm land. Many of those Europeans left the Maghrib after independence. Yet, at the time, few people in the region had the skills to run these businesses. So every country viewed education as an important step toward building a strong nation.

In 1951, the year Libya became independent, there were only 34,000 students in the whole country. There were 150,000 in 1962, 360,000 in 1969, and nearly 800,000 in the late 1970's. At independence, only 20 percent of all the people in Libya were **literate**. That is, they could read and write. Today over 50 percent can. The percentage is even higher among students between the ages of 10 and 14. Almost all of them have been to school.

The story is much the same in other parts of the Maghrib. Today more young people are attending colleges. They can

In Tripoli, Libya, modern technical schools give students the chance to learn new skills.



afford to go because education is free in many of these countries. Tunisia, for example, helps pay for books, school supplies, and even clothes. Other countries do the same.

In the past, girls had few opportunities to get an education. Muslims believed that a woman should stay at home and care for her family. She should not be out in the world. Today these ideas are changing. More and more women are going to college. They are training to be teachers, engineers, doctors, lawyers, and business executives.

New Jobs, New Opportunities

The new nations of the Maghrib are expanding opportunities in other ways too. Like Egypt, they are also building steel mills, chemical plants, and other factories. Some also encourage individuals to start businesses. The governments offer loans and advice. Sometimes they even go into partnership with business people.

Some countries in the region are helping old industries grow as well as starting new ones. These industries include rug making, metalworking, and pottery. Both Tunisia and Morocco, for example, provide special training in traditional crafts. Today young people can learn a craft even if their parents do not know it. In the past, most crafts were passed on from parent to child.

Many countries are even turning the climate of North Africa into an industry. They encourage tourists to enjoy warm, sunny beaches and trek through the desert without fear that rain will spoil their vacation plans.



These young Libyan girls have opportunities that did not exist for women a few years ago.

Tourism, factories, mining, and other industries have opened thousands of new jobs. The countries of North Africa are growing stronger and more independent.

To Help You Remember

1. (a) What country once had great power in the Maghrib? (b) When did countries there gain their independence?
2. (a) Name at least three valuable resources found in the Maghrib.
(b) Name at least three ways countries in the Maghrib are using resource money to improve life.
3. Why do people in the Maghrib view education as an important step in building strong nations?
4. How are governments in the Maghrib helping (a) new businesses grow?
(b) old industries grow?

Chapter Review

Words to Know

1. What is a *wadi*?
2. What does the term *literate* mean?

Reviewing Main Ideas

Answer the following questions. They will help you understand how life in North Africa is changing.

1. How have ways of life changed for each of the following groups: (a) nomads, (b) villagers, (c) city dwellers?
2. (a) What country controlled the Suez Canal in the years before 1950? (b) What country controls the Suez Canal today?
3. (a) What problem led the Egyptians to build the Aswan Dam? (b) How is the dam making Egypt a stronger nation?
4. (a) Who controlled the resources of the Maghrib in the past? (b) Who controls these resources today?
5. Name three ways life in the Maghrib has changed since independence.

In Your Own Words

Write a paragraph that tells how life is changing for young people in North Africa. To find the information you are looking for, skim through the text. Look for these key words:

young people students
children girls

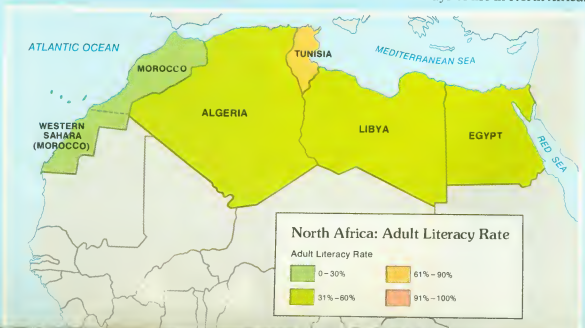
Challenge!

The map on this page shows the percent of people over 15 who can read and write in North Africa. Study the map and answer the following questions.

1. (a) Which country has the highest percent of literacy? (b) The lowest?
2. Based on what you have learned about the changes the governments of these nations are making, how might these figures change over the next ten years?

Things to Do

Make a mural or a series of drawings that show old and new ways of life in North Africa.



Unit Review

Take Another Look

1. (a) What language do most people speak in Southwest Asia and North Africa? (b) What religion do most people follow in these regions?
2. (a) What valuable resource lies beneath these lands? (b) Name at least three ways that money from that resource has changed life in the region.
3. Name one feature that the lands of Southwest Asia and North Africa share.
4. (a) Who have the Israelis gone to war with time and time again? (b) What groups of people are fighting a war in Lebanon?
5. (a) Which part of Southwest Asia has the greatest supply of oil? (b) Why is each country in this region eager to get as much money for its oil as possible?
6. (a) Describe three ways oil money has changed life in the Gulf countries. (b) How did people in Iran react to these changes?
7. (a) What group of people in North Africa built the world's first nation over 5,000 years ago? (b) What leader helped these people establish a strong nation once again in the 1950's?
8. (a) Name one thing people in Egypt have done to strengthen their nation. (b) Name three ways people in the Maghrib are working to build strong and prosperous nations.
9. In what way is the history of North Africa similar to the history of Southwest Asia?
10. (a) What is meant by the term *standard of living*? (b) What effect has the discovery of oil had on the standard of living of the people in North Africa and Southwest Asia?

You and Current Events

Oil is one of the most important natural resources in the world. We use it in many, many different ways but chiefly as a source of energy. Much of the oil the United States imports comes from Southwest Asia. Make a list of all the products you use every day that have petroleum as a raw material. (In making your list, do not forget that oil is not just used as a fuel.) How would your life be affected if less petroleum was shipped to the United States? If you have trouble answering the question, find out what happened in 1973 when oil-exporting countries cut off shipments to the United States. How might your life be affected if the United States had large supplies of oil?

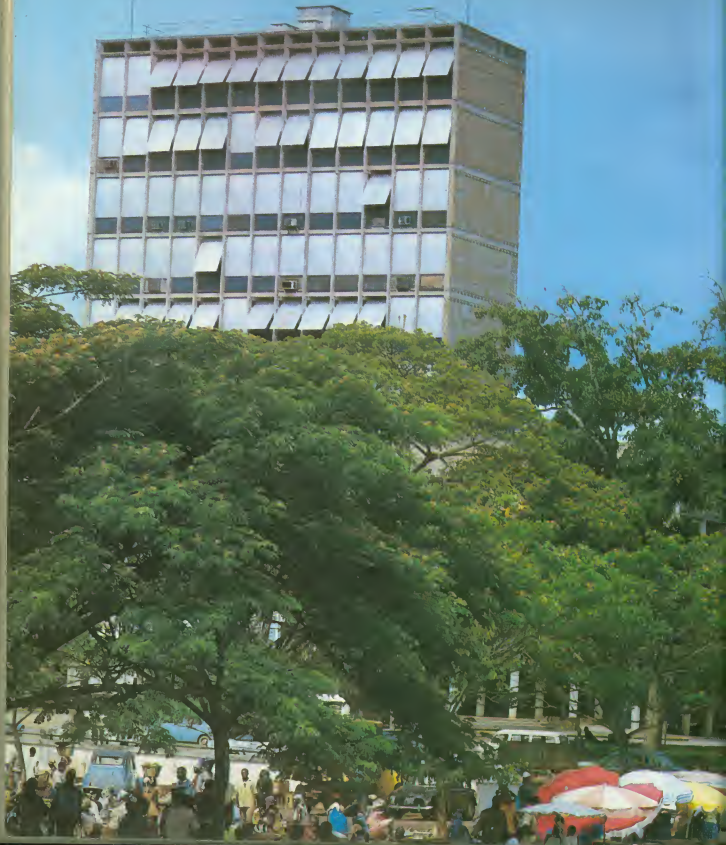


Unit Nine

The World Today: Africa South of the Sahara



The world's largest desert, the Sahara, separates North Africa from Africa south of the Sahara. The two regions are very different. While North Africa is mostly a Muslim land, the region south of the Sahara is home to people with hundreds of different languages and religions. The land is as varied as the people.



West and Central Africa

West and Central Africa is divided into 23 countries. They range in size from Equatorial Guinea, which is only a little larger than the state of Maryland, to Zaire, which is about twice the size of Northern Europe. The oldest nation in the region is Liberia. It was established in 1847. The newest is Guinea-Bissau. It became independent in 1974.

The countries of West and Central Africa vary in more than just size and age. The region has scorching deserts, thick rain forests, and grassy plains. There are tiny villages with mud houses and huge cities with tall skyscrapers. It is a region too where people speak hundreds of different languages and follow many different ways of life.

Above all, West and Central Africa today is a land of change. Less than 30 years ago, most countries there were European colonies. Today they are all independent nations. Like Americans in the late 1700's, Africans face many challenges in building their new nations. Like early Americans, Africans are determined to see their countries grow and prosper.

As You Read

This chapter is divided into three parts.

- Land and People
- Nigeria
- People's Republic of the Congo

As you read, look for ways that Africans are building their countries into strong nations.

Land and People

Land, climate, and resources make a difference to ways of life in a region. Culture matters too. The things people value and believe in affect the ways they use the land and other resources. Their history plays a part as well. Events of long ago can make a difference in the ways people live today.

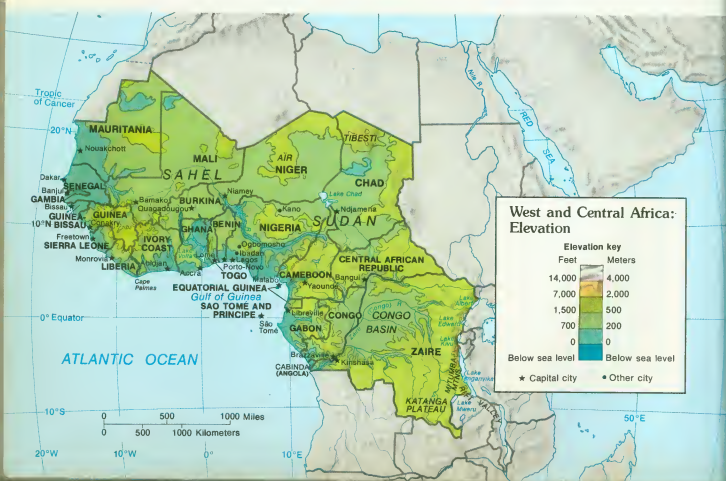
West and Central African Lands

West and Central Africa is a land of grassy plains. It is also a dry land. The Sahara is part of the region. So are rain forests.

The Rain Forest. Most of the rain forests in West and Central Africa lie along the equator and the Gulf of Guinea. Here temperatures stay warm all year long. Here too heavy rains fall throughout much of the year. The rain makes trees and plants grow tall and thick. In fact, they grow so close together that it is hard to see the sky.

A rain forest with its many trees and plants looks as if it would be a good place to farm. Often it is not. The rains wash away minerals in the soil that help plants

Name five countries of West and Central Africa that lie on or near the equator.





Farmers in the rain forest cut down brush and burn it right on the ground.



African women do much of the farm work. Here a Nigerian woman harvests peanuts.

grow. Yet, over the years, Africans have found ways to farm in the rain forest.

Every few years farmers clear a new part of the forest. They slash the brush and small trees with a large knife called a machete (*mā shet'ē*). They cut down large trees with an axe. Then the field is set on fire. The burning clears the brush. It also leaves behind a valuable ash fertilizer. That ash fertilizer keeps the soil rich for a time.

Once the trees have been cut and burned, farmers are ready to plant. Because of the heavy rains, the growing season is short. Crops, however, grow quickly in such a warm climate. So, many farmers plant alternate rows of root vegetables like yams, cassavas, and taro. In this way, they can grow much food in little time.

Grasslands. Both north and south of the equator the rainy season gets shorter and shorter. In Nigeria, for example, it lasts for seven months at Ibadan in the southern part of the country. At Kaduna, in central Nigeria, it is just five months. Finally, far to the north at the edge of the desert, the rainy season lasts only three and a half months. At Kaduna, the forests are not as thick as they are to the south. Farther north they give way to grasslands called **savannas**. Here trees are few and far apart.

Many farmers live on the savanna. They too burn shrubs and brush to fertilize their fields. Farmers on the savanna plant wheat, peanuts, and millet. These crops grow well even when the rains are a little late. Herders also live on the savanna. They wander from place to place on the



Many people in West and Central Africa live as farmers. Name two kinds of farming that are done in the region.

dry grasslands in search of food and water for their herds of cattle.

The Dry Lands. Many herders and farmers also live north of the savanna in a part of Africa called the **Sahel**. Here trees are little more than shrubs. Grass is hard to find. It is a hard place for people to make a living.

In the early 1980's, the Sahel got even less rain than usual. In some years, no rain fell. It was a time of **drought**. Crops withered. Shrubs and grasses dried up. Thousands of people died in spite of attempts by other countries to ship food.

Resources beneath the Earth. For centuries, most Africans have lived as farmers and herders. So land and water were their most important resources. Still, many ancient kingdoms in Africa like Mali and Ghana grew rich from a resource deep in the earth. That resource was gold. Gold is still an important resource in Ghana and Zaire. Today, however, other resources are even more valuable.

The most valuable resources today are the ones used to build and power machines. West and Central Africa has many of those resources. It has iron, copper, bauxite, and cobalt. (Aluminum is made

from bauxite. Cobalt is used not only to make metals but also to make paint and inks.) Zaire produces more diamonds than any other country in the world. These are not the kind of diamonds jewelers buy but the kind used in factories to cut, drill, or polish hard metals.

These are the kinds of resources that drew Europeans to West and Central Africa in the late 1800's. They came looking for resources that would keep their factories running. Soon European and later American companies were opening dozens of mines in West and Central Africa. They then shipped iron, copper, and other resources directly to Europe or the United States. There the ores were processed and used to build machines. There the diamonds were cut and polished.

In those days, Africans did not benefit from their own resources. Today they are beginning to do so. Europeans and Americans still own the companies, but now they pay taxes to African nations. Foreign companies can no longer treat African workers as they please. Now the workers have governments willing to protect their interests.

In the past, little refining or smelting was done in Africa. Today many countries are building aluminum plants, copper smelters, and oil refineries. They want Africa's resources to benefit the African people. So they are using their resources to open new jobs and new opportunities.

West and Central African People

Hundreds of different ethnic groups live in West and Central Africa. Each group

has its own customs and traditions. Many have their own languages and religions as well. A look at two ethnic groups—the Fulani and the Ashanti—shows the rich variety of lifestyles found in West and Central Africa. It shows too the variety of ways the many different groups of people use the resources of the region.

The Fulani. Over 5 million Fulani live in West and Central Africa. Most make their homes in Niger, Mali, and the northern part of Nigeria.

The Fulani have lived on the savanna for hundreds of years. Over the years, many have settled in towns and cities. However, some still live much as their ancestors did. They wander from place to place in search of food for their herds of humpbacked, long-haired cattle. These herds range in size from 20 to 200 animals. During the dry season, the Fulani drive the herds south. When the rains begin, they move north again.

Even during the rainy season, the Fulani move every few days. Therefore, they do not have many belongings, just a few cooking pots, ropes, small tools, and knives. When the Fulani approach a town on market day, the women trade milk and eggs for goods they cannot make themselves. They also sell meat.

The Fulani travel in small family groups. So children grow up with aunts, uncles, and cousins as well as their parents and brothers and sisters. They think of their cousins as brothers and sisters. Elders are always treated with respect. Leaders are usually the oldest men in the group.



When the Fulani move from one place to another, they carry their few belongings with them.

Education is important to the Fulani. Parents teach their children most of the skills they will need as adults. Most Fulani are Muslims. So boys and girls also study the Koran. This is the holy book of the Muslims. Today more and more Fulani children are going to public schools as well. To do so, their parents have had to settle in one place.

The Ashanti. The Ashanti are another ethnic group in West Africa. Unlike the Fulani, they stay in one place. They have lived in what is now Ghana for many hundreds of years. In the 1600's, they built a great empire there. It took the British many years to conquer that empire. The

Ashanti bravely defended their land for over 50 years.

Unlike the Fulani, many Ashanti are Roman Catholics. Others follow traditional African religions. The Ashanti also speak a different language from the Fulani. They earn their living in different ways as well.

Today, as in the past, most Ashanti are farmers. They live in villages and cities in the rain forests. There they raise crops like cacao and yams. Some Ashanti are skilled in a variety of crafts. They have been working with gold for many hundreds of years. They have also been weaving brightly colored designs into cotton. Today those designs are sold everywhere.



The Ashanti of Ghana are among the most skilled weavers in Africa. On the right, a student models a garment that took six weeks to make.

Among the Fulani, only the men take part in government. They make the most important decisions. Among the Ashanti, however, women are as important as men. This is because the Ashanti trace their ancestors through their mothers rather than fathers. The elders in an Ashanti family, both men and women, make the important decisions. They also choose family leaders.

Despite such differences, the two groups are alike in many ways. Each group values family ties. Each group also values education. These are values that are shared by people in every part of the region. Indeed these values are shared by people throughout Africa.

To Help You Remember

1. (a) Why do plants and trees grow tall and thick in the rain forests of West and Central Africa? (b) Why do farmers burn fields in the rain forest?
2. (a) What happens to the rainy season both north and south of the equator? (b) What is the land like in Central Nigeria? (c) What is the land like farther north?
3. (a) What did Europeans do with the resources they took from West and Central Africa? (b) How do Africans now benefit from these resources?
4. (a) List three ways in which the Fulani and the Ashanti are different.
(b) Name two ways they are alike.

Study Help

Reading for Facts

Many changes have taken place in West and Central Africa since independence. One way to keep track of those changes is to make a list as you read. When you come to a paragraph or section in the chapter which tells about a change or new opportunity, write down a few notes about the change.

Here is a list of changes from the section you have just read. The left column lists notes about life under colonial rule. For each blank in the right column, write a sentence that describes changes that have taken place since independence.

In the Past

1. Only foreign companies benefited from the region's resources.
2. Foreign companies treated African workers any way they pleased.
3. Very little smelting or refining was done in Africa.

Today

1. _____

2. _____

3. _____

As you read about Nigeria and the People's Republic of the Congo, continue to look for ways life in the region has changed since independence.



Workers Today

Nigeria

Nigeria is one of the largest countries along the coast of West Africa. About 25 years ago, it was still a British colony. Today it is an independent nation.

Uniting a Nation

Nigeria became an independent nation in 1960. It was not, however, a united country. Over 250 different ethnic groups live in Nigeria. Many of these groups competed for power.

By 1967, a civil war had begun. People in southeastern Nigeria wanted to form their own nation. The southeastern part of Nigeria has most of the country's oil. People in other parts of the country fought back. They did not want to lose this valuable resource. They also wanted their nation to stay together. The war lasted from 1967 to 1970. When it ended, many people had died, and much property had been destroyed.

Though the country is now united, problems have continued. Over the years, Nigeria has had many different governments. Some were democratic. Others were military governments. A military government is a government run by a country's generals.

Three Regions

Nigeria is divided into three regions: the Southeast, the Southwest, and the North. Each region is home to several powerful ethnic groups.

The Southeast. One of the largest groups in the Southeast is the Ibo. They

make their homes in small farming villages in the rain forest. There they grow yams, bananas, and cassavas.

In recent years, many Ibo have moved to nearby cities like Port Harcourt. It is a center for two very important industries. Both industries have to do with oil.

The Southeast has most of the oil in Nigeria. Oil wells there have opened jobs for hundreds of Ibo and other Nigerians. Some work as engineers, accountants, managers, and drill operators. Others load the petroleum on to tankers for export.

The other oil industry in Port Harcourt is the palm-oil industry. For hundreds of years, the Ibo and other ethnic groups

The Niger River divides the southeast from the southwest. Trace its route.



have been making oil from the fruit of palm trees. They use palm oil to cook and light lamps. Today many factories also buy palm oil to make soap and candles. Palm oil is also an important export.

The Southwest. The Niger River is the dividing line between Southwest and Southeast Nigeria. The land along the coast is covered with swamps. Inland are many small rivers, creeks, and lakes.

The largest ethnic group in this region is the Yoruba. The Yoruba have lived here for hundreds of years. In the 1300's, they founded the powerful kingdom of Oyo in this part of Nigeria. Today Oyo is the name of a Nigerian state.

The Yoruba are skilled farmers. Unlike most farmers, however, the Yoruba do not live in small villages. They prefer to live in large towns. They travel to their fields each day, much as other city people journey to and from jobs in factories and shops.

Many Yoruba have given up farming. They live and work in large modern cities like Lagos. Lagos is the capital of Nigeria and the largest city in the country. It is also Nigeria's most important port.

Ships from all over the world dock in Lagos. They pick up cargoes of petroleum, cacao, rubber, and tin. These are some of Nigeria's main exports. Those same ships also unload many of the goods

Lagos is Nigeria's capital and largest city. It lies on the Gulf of Guinea.



that Nigeria buys from other countries. These goods include tools, machinery, and trucks. The people of Nigeria are using these goods to build factories and roads.

The North. Northern Nigeria is the home of the Fulani and the Hausa. Some Fulani live as nomadic herders on the savanna. The Hausa, on the other hand, all live settled lives. Many make their living by farming or trading. Others work at a variety of crafts.

A low plain covers part of the north. Here the Hausa grow rice, sugar cane, and tobacco. On higher ground, they plant cotton, corn, and peanuts. The Hausa sell these crops not only to people in Nigeria but also to people in other parts of the world.

The Hausa are also famous for their leatherwork. They use goatskins to make decorated pocketbooks, foot stools, and saddles. They also manufacture enameled pots and pans. Other famous Hausa crafts include pottery and embroidered goods.

Today more and more Hausa are finding jobs in industry. Some work in the tin mines on the Jos Plateau in Northern Nigeria. There are also many factories in the region. These factories turn out a variety of goods that range from soap to cement. Many of these goods are shipped to Lagos and then sent to countries all over the world. Others are sold locally.

The Hausa have always been respected for their skill in business and trading. Today their language has become the one Nigerians use most often when they are doing business with one another.



A Hausa teacher of Northern Nigeria patiently helps two Fulani students.

To Help You Remember

1. (a) What European nation ruled Nigeria in the past? (b) Why were the years after independence a difficult time for Nigerians?
2. What two important industries are found in Southeast Nigeria?
3. (a) What is the largest ethnic group in the Southwest? (b) How are they different from other farmers?
4. (a) In what part of Nigeria do the Hausa live? (b) Why has their language become important throughout Nigeria?

People's Republic of the Congo

From 1910 to 1960, France ruled a part of Central Africa known as the Middle Congo. Today the Middle Congo is no longer under French rule. It is an independent nation called the People's Republic of the Congo.

Building a Nation

When the French ruled the Congo, they did little to develop its resources. There were no factories, roads, or schools. Most of the Congolese were poor farmers who could not read or write. Independence did not solve these problems. It takes time to

The young people of the Congo are proud of their country's independence.



build factories, schools, and roads. Many people in the Congo were not willing to wait.

As in Nigeria, there was much disagreement over the kind of government the Congo should have. Some favored a government like that of the Soviet Union. Others wanted a government more like that of France or the United States. Today the Congo has a little of both. The government runs some businesses much the way the government in the Soviet Union does. Congolese business people own and operate other industries just as business people do in France or the United States.

The People's Republic of the Congo has close ties with the Soviet Union as well as with France and the United States. The Soviets have helped the Congolese build hospitals and factories. The United States is helping the Congo drill for oil.

The Congo

Today the Congo is still divided among 15 ethnic groups. The four largest groups are the Vili, Sangha, Teke, and Kongo. The Sangha fish and farm in the far north. The other groups live in the south.

Most people in both the north and south live in small villages along the country's many rivers. The villagers fish and farm. Much of the land in the Congo, however, is not fertile. Heavy rains make farming even more difficult. As a result, most farmers in the country raise only enough food to feed their families. There is only a little food left over to sell in the markets.

Government leaders are trying to help the farmers. They are organizing cooperatives in which farmers can work together. They are also opening up more farm land.

In recent years, many people have been moving to large cities. Yet there are very few jobs there. Some work in the oil industry. However, it is not as large or as prosperous as Nigeria's oil industry. The Congo has only a little oil, and many experts think it will soon run out.

Other people in the Congo work in forestry. They cut down trees in the rain forest and sell the logs to people in other countries. A few others work in small factories. They make soap, palm oil, sugar, and cloth.

Many who come to Brazzaville—the Congo's capital—work in trade. The city lies on the Congo River at a point where the river is joined by several other rivers. So the city is a crossroads for landlocked countries farther west. Zaire, the Central African Republic, Chad, and Gabon all ship goods by river to Brazzaville. From there, they are sent by railway to the port of Point Noire.

From the lighthouse in Brazzaville, visitors can see much of the city as well as hundreds of boats on the water. Visitors can also see office buildings, shops, and other businesses. They see too the city's many churches. The most famous is a modern Roman Catholic Church, Saint Anne of the Congo. Over half of the Congolese are Christian. Most of the Christians are Roman Catholics.

Education is important to the Congolese people. Brazzaville has a university attended by 7,000 students. They study



Brazzaville, the capital of the Congo, is also the country's largest city.

law, business, science, and the arts. Many students also study to be teachers.

Today the people of the Congo can see signs of progress everywhere. So do people in other West and Central African nations. Yet Africans still have much work to do before life is better for everyone.

To Help You Remember

1. (a) Describe the Congo under colonial rule. (b) Describe its government today.
2. How do most people in the Congo make their living?
3. (a) Why is farming difficult in the Congo? (b) Name two ways the government is trying to help farmers.
4. (a) What is the capital of the Congo? (b) Why is this city an important crossroads in Central Africa?

Chapter Review

Words to Know

1. (a) What is the *savanna*? (b) Name two ways people earn a living there.
2. (a) What is the *Sahel*? (b) How has the Sahel changed because of the *drought*?

Reviewing Main Ideas

1. West and Central Africa contains *rain forests*, *savannas*, and a dry region known as the *Sahel*. Answer the following questions. They will help you see how land, climate, and resources make a difference to the way people live in West and Central Africa.
 - a. How do people make a living in each region?
 - b. How are the land and climate of each region suited to these ways of making a living?
 - c. What problems do people face in each region?
 - d. How have people in each region worked to solve these problems?
2. Answer the following questions. They will help you see changes that have taken place since independence.
 - a. How has the use of Africa's resources changed since colonial days?
 - b. Describe at least one problem that the Nigerians and the Congolese faced after independence.
 - c. Describe at least one way Nigerians and the Congolese are working to build strong nations.

In Your Own Words

Write a paragraph about *one* of the ethnic groups listed in the next column. Include in your paragraph answers to the questions that follow the list.

the Fulani (pages 441–442)
the Ashanti (pages 442–443)
the Ibo (pages 445–446)
the Yoruba (pages 446–447)
the Hausa (page 447)

1. Where do they live?
2. In what ways do they earn a living?
3. (a) Has their way of life changed in recent years? (b) If so, how?

Challenge!

One of the biggest problems facing not only Nigeria and the People's Republic of the Congo but also many other nations in Africa is the drought. In parts of Africa, there has been no rain in three years. Millions of people have died of starvation. By the late 1980's, 25 African countries were suffering from parched soil and withered crops.

In the Sahel, the Sahara has been edging southward by more than 3 miles a year. Some scientists believe that if the trend continues, 45 percent of Africa may be desert within 50 years.

If you were head of the government in one of those African nations, what actions would you take to solve the problems caused by the drought? Do you think they can be solved by one nation acting alone? Explain why or why not. How might nations outside of Africa help? What are the risks in outside help?

Things to Do

Many African nations, including Nigeria, are world leaders in the production of peanuts. Find out more about how and where peanuts are grown. Find out too why peanuts are such a valuable crop.

Keeping Skills Sharp

By the early 1900's, European nations claimed nearly all of the African continent as colonies. Use the map to answer the questions on this page.

1. (a) What seven European countries claimed parts of Africa? (b) What two countries claimed the greatest region?
2. (a) In what part of Africa were most of France's claims located? (b) In what part of Africa were most of Great Britain's claims located?
3. What two African countries did not come under European rule?
4. What parts of Africa did Germany claim?
5. Which European nations claimed lands along the Mediterranean Sea?





25

East and South Africa

From the snow-capped peaks of Mount Kilimanjaro in Tanzania to the low-lying beaches along the coast, East and South Africa is a land of breathtaking beauty. It is also a land of contrasts. It has rain forests where the vegetation is so thick it blocks out the sun, and it has tall mountains capped with ice and snow. It is a land rich in resources. A great treasure house of gold, diamonds, and other valuable minerals lies beneath many countries of East and South Africa.

For hundreds of years, people from all over the world have been drawn to the region by its beauty and wealth. Some came as traders, while others came as conquerors or settlers. Many tried to make the land their own. Yet the land was not theirs. Then, as now, it belonged to the people of Africa. In some parts of the region, Africans have won their freedom and reclaimed their lands. In other parts, the struggle between outsiders and Africans is still going on.

As You Read

As you read, look for ways the region is like West and Central Africa. Look too for differences. This chapter is divided into three parts.

- Land and People
- Kenya: A Country in East Africa
- The Republic of South Africa

Land and People

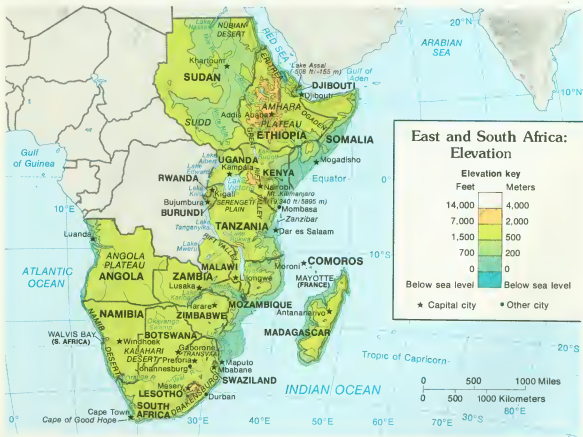
In East and South Africa, people live in many different environments. Among these environments are cool highlands, steamy rain forests, and hot, dry desert lands. There is variety too in the languages people speak and in their ways of life. As in West and Central Africa, the region is home to hundreds of different ethnic groups. Many Asians and Europeans have settled in parts of East and South Africa too.

The Land of East and South Africa

A narrow plain runs along the coast of East and South Africa. Only a short way inland the land begins to rise to a high plateau that covers much of the region.

As in West and Central Africa, much of that plateau is dry. The Sahara covers part of East Africa. South Africa has deserts too: the Namib and the Kalahari. Only a few people live in these deserts. Most are hunters and gatherers.

How does the land along the coast of East and South Africa differ from land further inland?



Many more people live on the savanna. As in West and Central Africa, it is home to both farmers and herders. There are also a few rain forests in East and South Africa. Here too farmers grow bananas, yams, and cassavas.

Despite such similarities, some parts of East and South Africa are very different from other parts of the continent. For example, even though the coast of South Africa is thousands of miles from the Mediterranean Sea, it has a Mediterranean climate. As a result, trees and plants in South Africa look much the way they do near the Mediterranean. Even the crops are similar. South Africans grow wheat, citrus fruits, and grapes for wine.

Farther north along the equator, snow-capped mountains tower over the landscape. The tallest of these mountains is Mount Kilimanjaro in Tanzania (tan'zə nē'ə). It is not part of a mountain range. Instead, it is one of many volcanoes that lay along a giant **fault** known as the Great Rift Valley. A fault is a weak place in the earth. Both volcanoes and earthquakes often occur along faults.

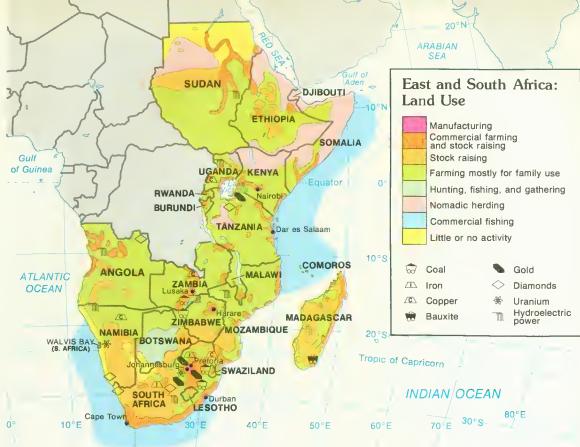
The Great Rift Valley stretches from Southwest Asia to Malawi (mə lă'wē) in East Africa. Long, thin lakes such as Turkana, Albert, Tanganyika (tan gən yē'kə), and Malawi mark the fault's path.

Cool highlands and sparkling lakes make much of East Africa a pleasant place to live. To add to its attractions, it also has the most fertile soil on the continent. The combination has attracted settlers from many parts of the world.

The soil in South Africa is not as rich. Yet it too has attracted many outsiders.



The snow-capped peaks of Mt Kilimanjaro rise high above the grasslands of Tanzania.



How does land use in South Africa differ from land use further north and along the coast?

The reason lies under the deserts and the savanna. The Republic of South Africa has more mineral resources than any other country on the continent. It has 90 percent of all the coal in Africa. It is also a leader in the production of gold, diamonds, platinum, uranium, copper, nickel, and dozens of other minerals.

Nearby Namibia has diamonds as well as coal and uranium. Many other countries in the region are also rich in these and other valuable resources. These resources have been drawing people to East and South Africa for hundreds of years.

East and South African People

Not much is known about the first people who lived in East and South Africa. They left no written records. We do know, however, that they grazed cattle on the grasslands and mined for gold in the hills. We know too that some built civilizations here hundreds of years ago. The ruins of Great Zimbabwe (zim bab'wē) in present-day Zimbabwe stand as a reminder of one of those civilizations.

Then, beginning in the 800's, Arab traders arrived in East Africa. They brought many new products, foods, and customs.

They also brought their religion, Islam. By 1100, mosques could be found in towns all along the coast.

In the 1400's, the Portuguese came to East Africa. They quickly took over the Arabs' trade. They also set up trading posts in the region. By the middle of the 1600's, they had competition. The Dutch had begun to settle along the southernmost tip of the continent. They were followed by the British and the Germans in the late 1800's. Africans fought each group of invaders. Although they won many battles, the constant fighting weakened Africans throughout the continent.

By 1900, Europeans had divided most of South and East Africa among themselves. Only Ethiopia remained independent. The borders the outsiders drew showed no concern for the people of Africa. Some ethnic groups that had long been enemies found themselves living in the same country. At the same time, many people who were related to one another now were separated.

Colonial rule brought many changes to East and South Africa. For centuries, most people there had lived in small farming villages. They made or grew most of the things they needed. They traded for the rest. Now, under European rule, many needed money for the first time. They needed the money to pay taxes to colonial governments.

Taxes were not new to Africans. African rulers also taxed their people, but they did not require that taxes be paid in money. They accepted livestock, grain, and other goods. Europeans did not. Their taxes were not just to raise money. Taxes were



Mosques like this one in Tanzania are a common sight in East Africa.

a way of getting both land and workers.

The new taxes did just what Europeans had hoped for. Some Africans lost their land because they could not pay their taxes. Others were able to keep their land only by working for European farmers and business people. Still others began to grow crops they could sell for cash. The Ganda in what is now Uganda planted cotton. The Chagga, who lived on the slopes of Mount Kilimanjaro, grew coffee.

Life changed in other ways too. Among the Europeans were many missionaries. The missionaries taught the Africans about the Christian religion. They also opened schools. These schools taught more than religion. Students learned how



Today many Africans have government jobs. This young woman is working on a computer at a ministry of finance.

to grow cash crops, build European-style houses, and use European tools. Students also studied European culture. They had no opportunity to study their own.

In time, colonial rulers opened schools for non-Christians. These schools were supposed to train Africans for jobs as carpenters, farm workers, and mechanics. Many Africans wanted more. They wanted the chance to be doctors, lawyers, and government workers. Under colonial rule, only a few Africans could get such training. Those who did found that many jobs were still closed to them.

Many Africans resented the way they were treated by foreigners. Europeans

took the best jobs. They brought people from India to handle others. In those days, India was a British colony. In some colonies, Africans could not even ride buses or trains. They were forbidden too from living in certain sections of a city.

As colonial rule continued, Africans were more determined than ever to be free. However, few made much headway until World War II. Then, during the war, European nations needed the help of their African colonies. So each European country made many promises to the Africans it ruled. Many promised more freedom and more say in government. When the war was over, Africans made sure those promises were kept.

As in West and Central Africa, the struggle was a hard one. It was especially difficult in the parts of East and South Africa where Europeans had settled. In the next sections, you will see why.

To Help You Remember

1. Name at least three ways the land of South and East Africa is like the land of West and Central Africa.
2. How does the coast of South Africa and the land along the equator differ from the rest of the continent?
3. Name three things that make South and East Africa an attractive place to live.
4. Describe at least two ways life in this region changed when European settlers moved in.
5. (a) Why did European nations make many promises to their African colonies during World War II? (b) What did Africans do after the war ended?

Kenya: A Country in East Africa

In 1895, the British took control of Kenya. Before they came, Arabs controlled most of the towns along the coast. Farther inland the land was divided among 40 ethnic groups. Most made their homes in Kenya's highlands. Here the soil is fertile, and there is plenty of rain for farming.

Changes in the Highlands

The highlands also attracted many British and other European settlers. They wanted to start large farms called plantations in the highlands. Here they would grow coffee, tea, and other cash crops.

Some of the newcomers took over land owned by Africans who could not pay their taxes. Others used violence to force Africans off their land. Before long, Europeans owned almost all of the best land in Kenya. They did not work that land themselves. Instead, they hired Africans to plow their land, plant their crops, and gather the harvest.

Many ethnic groups fought hard to keep their lands, but the British government supported the newcomers. It became harder and harder for Africans to make a living. The Kikuyu (ki kũ'yũ) were especially hard hit. They were the largest ethnic group in the country, and their lands were among the first the Europeans took over.

The Kikuyu led the war for independence. Other ethnic groups later joined the fight. By 1957, Africans in Kenya were allowed to have some say in government. By 1961, they controlled the government.

Then, on December 12, 1963, Kenya became an independent nation. Great Britain gave up all claims to the country.

Building a Nation

The first prime minister of Kenya was a Kikuyu. His name was Jomo Kenyatta. In many of his speeches, Kenyatta used the word *harambee*, which means "let us pull together." Kenyatta wanted the many different ethnic groups in the country to put aside their differences and work together to build a strong nation.

Today tea is an important cash crop in the highlands of Kenya.



The people of Kenya were willing to follow Kenyatta's advice. Yet many of the problems in the country had little to do with ethnic differences. Instead they grew out of the injustices of British rule. By 1963, Europeans still held about three quarters of the farm land in Kenya. Yet they made up less than one percent of the country's population.

As soon as Kenya became independent, the new government set out to give Africans a chance to own land again. It did so by taking land away from some European farmers and giving it to African farmers. By the 1970's, 30,000 Africans had been given about one million acres (400,000 hectares) of land. This means that each African received about three acres (1.2 hectares).

The new government helped farmers in other ways as well. Much of Kenya's grasslands are too dry for farming. So the government started irrigation projects to help farmers grow crops there. Today farmers raise corn, cotton, tobacco, and sugar cane on that land.

Still a farmer working three acres (1.2 hectares) cannot make much of a living. So the government has been encouraging farmers to form cooperatives. Members of a cooperative work together to produce and then sell their crops. By acting as a group, they are in a somewhat stronger position to bargain for a good price.

Yet cooperatives can do only so much to control prices. Most farmers in Kenya sell their crops all over the world. In doing so, they are competing with farmers in many different countries. In a year when most of those farmers have large harvests,

Kenyans may get very little for their crops. For this reason, farming in Kenya can be very risky. So many Kenyans are moving to cities to find work. Most of them go to Nairobi.

Nairobi

Nairobi is the largest city in Kenya. It is also the capital of the country. Life in Nairobi is very different from life in the countryside. While most people in the countryside work as farmers, most people in Nairobi work in factories and offices.

Many of these factories are little more than workshops. Still they turn out a variety of things people in the country need. These small factories produce shoes, furniture, clothing, pots, pans, and farm tools. The government is trying to help factory owners turn out even more goods. It does so by offering advice on buying machinery and finding loans.

Other people in Nairobi work as teachers. The country's largest university is here. So are many elementary and high schools. There are several large hospitals in the city too. People from the countryside travel to Nairobi for hospital care. They also come to the city to shop or to attend soccer matches and other events. Tourists also come to Nairobi. It is one of the most beautiful cities in Africa.

National Parks

Nairobi is only one of the many sights that attract visitors to Kenya. Thousands also come to Kenya to see its animal life. The grasslands of Kenya have long been home to rhinoceroses, lions, elephants, and giraffes. Today only a few remain.



Thanks to laws that protect wildlife, these wildebeests and other animals graze in safety on the grasslands of Kenya.

During the years of colonial rule, many animals were killed for their skin or in the case of elephants for their tusks.

Today the people of Kenya are working to protect the few animals that remain. To do so, the government has set aside 15 national parks and 13 national wildlife preserves. In these parks animals can live out their natural lives. Hunters are not welcome, but tourists are.

Many tourists come to photograph the animals in their natural surroundings. Tourism has opened thousands of jobs. Some Kenyans serve as guides, while others run hotels, restaurants, and gift shops. Both the money and jobs are helping Kenya grow stronger.

To Help You Remember

1. (a) Name two things Europeans did to force Africans off their land in Kenya. (b) Who worked the land for European settlers?
2. (a) Who led the fight for independence in Kenya? (b) In what year did Kenya become independent?
3. (a) Describe at least two things the new government did to help the farmers of Kenya. (b) Name at least two things the government is doing to help factory owners.
4. (a) Why has the government of Kenya set aside special parks for animals? (b) How have these parks helped Kenya grow and prosper?

Study Help

Comparing a Graph and a Table

Today more and more Africans are moving to large cities like Nairobi. Study the following graphs. Each circle represents a country in East and South Africa.

Percent of Total Population Living in Cities in Three African Countries, 1980



Kenya 24%



Tanzania 12%



Malawi 34%

1. Which country had the largest percent of people living in cities in 1980?
2. Which country had the smallest percent?

One question the graphs raise is how many people in each of these nations actually lived in cities. To answer this question, you need more information. Study the following table.

Urban Population Growth

	1950	1960	1970	1980
Kenya	336,000	597,000	1,145,000	2,223,000
Tanzania	285,000	485,000	920,000	2,131,000
Malawi	107,000	152,000	407,000	874,000

3. What nation had the largest number of people living in cities in 1980?
4. What nation had the smallest number of people living in cities in 1980?
5. Compare these answers with your earlier findings. Does the country with the largest percent of people living in cities also have the largest number of city dwellers?

The Republic of South Africa

In Kenya and most other African nations, independence has meant that Africans own their own businesses and farm their own lands. This is not true in the Republic of South Africa.

The Republic of South Africa has been independent since 1934. Yet the country's government is still in the hands of the **descendants** of European settlers, people who trace their roots back to Europe. Africans have no say in running the country and very few rights even though it was Africans, not Europeans, who first lived in South Africa. They did so hundreds of years before European settlers arrived.

Colonial Rule

The first Europeans to settle in the southernmost part of Africa were Dutch traders. They came to the region over 300 years ago. They stopped for food and fresh water on their way to and from India. At first, the Dutch got along well with the Hottentots (hot'n tots) and other ethnic groups in South Africa.

Things began to change, however, when the Dutch decided to build settlements in South Africa. French and German settlers also came to the region. In time, these settlers became known as the Afrikaners. At first, they took over lands no one else was using. Later they fought with the Africans for the most fertile farm land.

In 1806, the British took over the Dutch colony. Soon British settlers began to arrive. As the newcomers moved inland, they came into contact with skilled African warriors. Although the Africans won



Gold mines have made Johannesburg a thriving center of industry.

many battles, their weapons were no match for those of the Europeans.

In the following years, the British colony grew slowly. Then, in 1870, diamonds were discovered in South Africa. Soon hundreds of European families sailed for the colony. In 1886, Europeans found yet another reason to move to South Africa. Gold was discovered near the city of Johannesburg.

Although many Europeans were eager to open gold or diamond mines, few were willing to work in the mines. Then as now it is brutal, dangerous work. Africans were not interested in the job either. By the late 1800's, however, few Africans had much

choice. Over the years, Europeans had pushed most of them inland. There they barely stayed alive on land too poor to be farmed. So when jobs opened in the mines, many Africans had to take them.

To force other Africans to work in the mines, the government passed a new law. All taxes had to be paid in cash. To pay those taxes, thousands of Africans took jobs in the mines even though they earned hardly enough to live on.

A Divided Nation

Today descendants of European settlers still farm the most fertile land in South Africa. They also own the businesses and rule the country. Yet, in South Africa, Europeans are a minority. They make up only one fifth of the total population. The majority are Africans, who have no say in government.

Bishop Desmond Tutu leads a march against the policy of apartheid in South Africa.



Apartheid. The government of South Africa has many laws to keep blacks and whites apart. This set of laws is known as **apartheid**. It means "separation."

Apartheid developed over the many hundreds of years that Europeans ruled South Africa. Its main purpose was and is to keep the nation's resources under European control. Under apartheid, the people of South Africa are divided into four groups. Each group is bound by special laws and rules.

The first group is made up of Europeans. They make up about 20 percent of the population. They control the government of South Africa.

The second group is made up of people from Asia. They account for about three percent of the population. Most Asians live in the city of Durban where they own businesses. They are not allowed to travel to areas set aside for Europeans nor do they have a voice in the government.

The third group is made up of people of mixed ancestry. They account for about nine percent of the population. They too have very few rights.

By far the largest group is made up of Africans. Most live in special lands known as the **homelands**.

The South African government has decided that the homelands will be free nations some day. Yet no other countries accept the homelands as independent nations. The homelands have few resources. To make a living, many Africans must leave the homelands to take jobs in other parts of South Africa. Often they have to live away from home. Yet their families cannot go with them.



The homelands of South Africa are very poor. Compare this photo with the one of Johannesburg on page 463.

Protest. Africans have been fighting against European control since the 1660's. Today they continue to do so. Some Europeans have joined the protests. The government, however, has taken quick action against all of the protesters. Thousands have been jailed or killed.

The leader of the protests is Bishop Desmond Tutu, general secretary of the South African Council of Churches. He is working to bring about change through nonviolent methods. For his efforts, he has been awarded the Nobel Peace Prize. Other African nations are also trying to help by speaking out against the policy of apartheid.

To Help You Remember

1. (a) Who were the Afrikaners? (b) What did they fight for?
2. How did the discovery of gold and diamonds make life worse for many South Africans?
3. What is the main purpose of the policy known as apartheid?
4. (a) Into what four groups are South Africans divided? (b) Which group has the most power? (c) Which group lives on lands set aside for them?
5. (a) Why was Bishop Tutu awarded a Nobel prize? (b) What are other African nations doing to try to change life in South Africa?

Chapter Review

Words to Know

1. (a) What is a *fault*? (b) Name two things that frequently occur along a fault.
2. (a) Describe South Africa's policy of *apartheid*. (b) In what way are the *homelands* a part of this policy?
3. Many people in South Africa are descendants of the European settlers. What is a *descendant*?

Reviewing Main Ideas

Answer the following questions. The page numbers tell you where to look in the text.

I. Land and People (pages 454-458)

1. How is the land along the coast of South Africa different from other parts of the continent?
2. How is the land along the equator different from other parts of the African continent?
3. What is the name of the fault that runs through East Africa?
4. How did most people in the region live before colonial rule?
5. How did life in the region change when colonial governments made Africans pay taxes in money?
6. What rights and opportunities were denied to Africans under colonial rule?

II. Kenya: A Country in East Africa (pages 459-461)

1. Why did the highlands of Kenya attract many European settlers?
2. What happened to Kenyans when European settlers moved in?
3. Who rules Kenya today?
4. Name two ways Kenyans are working to build a strong country.

III. The Republic of South Africa

(pages 463-465)

1. What mineral resources encouraged more and more Europeans to move to South Africa in the late 1800's?
2. What happened to South Africans when Europeans moved in?
3. Who controls the government of South Africa today?
4. What European countries claimed land in South Africa?
5. Why is life difficult for those Africans who live on the homelands?
6. Who is Bishop Desmond Tutu?

In Your Own Words

Write a paragraph that describes how the policy of apartheid hurts nonwhites in the Republic of South Africa. Include in your paragraph why this policy is unfair.

Challenge!

Proverbs are wise sayings that contain guidelines for behavior. They also describe beliefs that a group considers important. Read the following African proverbs. What values do they teach?

One falsehood spoils a thousand truths.

The ruin of a nation begins in the home of its people.

Do not be afraid of the forest because of its darkness.

The camel brags about the trails that pass through dry lands but will never journey to lands which lie deep in the forest.

Try writing your own proverb. Share it with your classmates.

Unit Review

Take Another Look

1. (a) What European nation once ruled many lands in Africa including Nigeria, Kenya, and the Republic of South Africa? (b) How did World War II help people in these African countries in their struggle for independence?
2. Which of the following are found both in West and Central Africa and South and East Africa? Which of the following are found only in South and East Africa? (a) deserts (b) rain forests (c) savannas (d) snow-capped mountains (e) a region with a Mediterranean climate (f) a fault in the earth's surface
3. (a) Name at least three things that attracted Europeans to Africa. (b) Describe at least two things Europeans did to force Africans off their lands.
4. (a) Describe the challenge Jomo Kenyatta was trying to solve with his plea for *harambee*. (b) Describe some of the challenges Africans faced due to the years of European rule.
5. How is the Republic of South Africa different from most other African nations?
6. (a) How did Arab traders influence the way of life in East Africa? (b) What changes did colonial rule bring to the people of East and South Africa?
7. In what ways is the land of East and South Africa different from other parts of Africa?
8. What changes have taken place in West and Central Africa since nations there have become independent?
9. Africa has been described as a land of contrasts. Explain why that description is a good one.
10. Africa is rich in mineral resources. List some of the resources that have been found in Africa south of the Sahara.

You and Current Events

The countries of Africa are frequently in the news. Look through a newspaper for articles about the region. Be sure to look in the travel, art, and literature sections of the newspaper as well as the news section. What do the articles suggest about changes taking place in Africa? In what ways are Americans becoming more involved in events in Africa? In what ways are African nations sharing their cultural achievements with Americans? In what ways are Americans sharing their cultural achievements with the people of Africa?

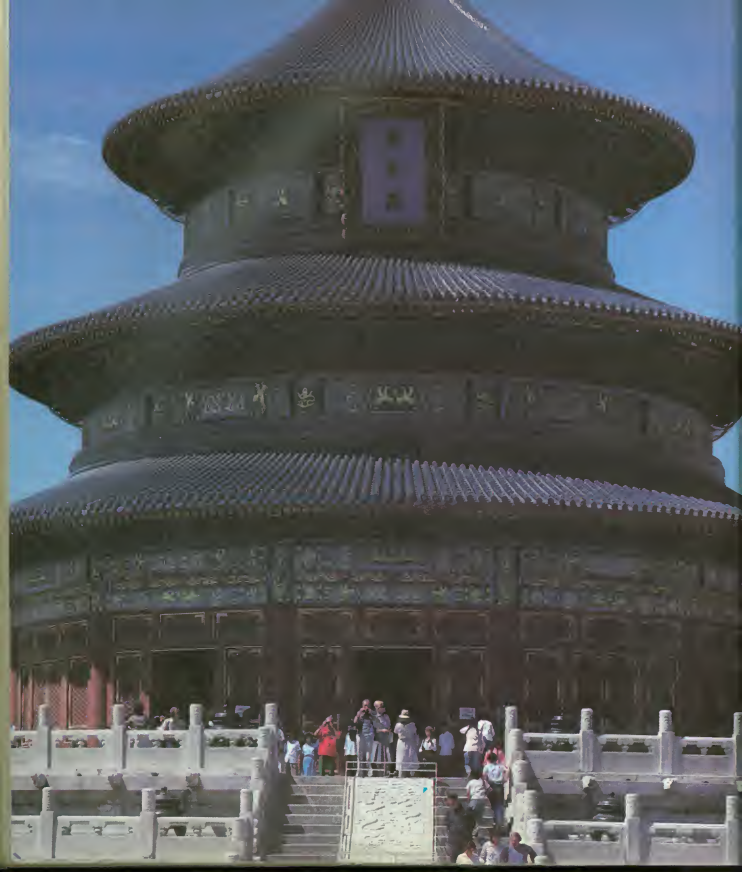


Unit Ten

The World Today: Asia and Oceania



Asia and Oceania cover a very large area. The region holds Asia, the world's largest continent, as well as Australia, the world's smallest. It is also home to some of the oldest civilizations in the world as well as some of the newest nations. Long ago travel between this part of the world and Europe was very difficult. Today East and West are linked as never before.



26

East Asia

Long ago the people of East Asia followed China's lead. The Chinese were the first farmers in the region. In time, their farming methods spread throughout the rest of East Asia. So did other Chinese inventions. The Chinese were the first East Asians to develop a system of writing. First the Koreans and later the Japanese adopted Chinese symbols and then added their own.

The people of East Asia accepted more than writing and farming methods from the Chinese. They studied Chinese art and government. They also read the teachings of the great Chinese thinker, Confucius. Slowly, over many hundreds of years, Confucius' ideas about loyalty to country and family became a part of the East Asian way of life.

Today the people of East Asia no longer look only to China for ideas. They borrow freely from one another. They have also accepted many European and American ideas and inventions. In the same way, Europeans and Americans have accepted many East Asian ideas and inventions.

As You Read

As you read, compare life in the different parts of East Asia. Look too for ways people have adapted ideas from other cultures to their own way of life. This chapter is divided into three parts.

- Land and People
- China
- Japan and Korea

Land and People

East Asia is a huge land. Some parts of the region are very crowded. In other parts, a traveler can wander for hundreds of miles without seeing a single person.

East Asian Lands

Much of East Asia is an empty land. About two thirds of China is covered by windswept plateaus, dry deserts, and towering mountains. Japan and Korea also have many mountains. Everywhere people crowd on fertile plains and in rich river valleys.

Making the Most of the Land. Throughout East Asia, people use every bit of land that can possibly be farmed. They carve terraces on the slopes of mountains and

hillsides. They fertilize their fields so that they can use them again and again without wearing out the soil. They start seedlings in greenhouses too. By doing so, they can grow several crops a year.

The best farm land in East Asia can be found in river valleys. Many farmers live in the valley of the Yangzi (yang'sě') River in Central China. Others make their home on the North China Plain. It is drained by the Huang He (hwāng hə). The first farmers in China lived along the banks of this river. Millions still do.

Korea's river valleys are also used for farming. Some farmers live along the Yalu (yāl'ü) River. It forms part of the border between North Korea and China. To the south lies the Naktong (nāk'tong) River. It

Rice is an important crop in East Asia. These Japanese farmers are placing young rice plants in flooded paddies, or fields.



East Asia: Elevation

Elevation key

Feet Meters

14,000 4,000

7,000 2,000

1,500 500

700 200

0 0

Below sea level

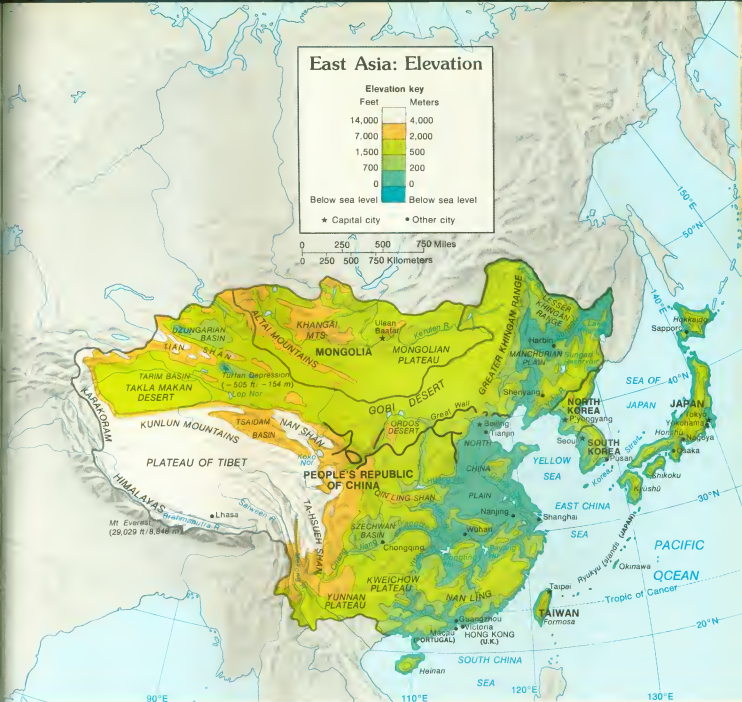
Below sea level

★ Capital city

• Other city

0 250 500 750 Miles

0 250 500 750 Kilometers



Find the Huang He in North China and the Yangtze in Central China. What is the elevation of the land through which these rivers flow?

winds its way through a large fertile plain. Most farmers in South Korea live on that plain.

Japan has no rich river valleys. Japan has, however, many short streams that flow swiftly down the mountainsides. Although they do not form large valleys, they are important to farmers. The Japanese, like the Chinese and the Koreans, use their rivers to irrigate their land.

Resources. Japan's rushing streams are an important resource. They are used not only to irrigate but also to produce electricity. Today that electricity powers the country's many factories. East Asia has many other resources as well. Like good farm land, those resources are not evenly spread throughout the region.

The mountains of North Korea are rich in coal, iron, tungsten, magnesium, and graphite. (Graphite is used to keep machines running smoothly. Tungsten and magnesium are used to make steel lighter and stronger.) The mountains of North Korea are also covered with thick forests. They provide paper, lumber, and other wood products.

China's mountains also have great mineral wealth. Tin and tungsten are found in the south. In the north and northeast, there are coal and iron ore. There are coal fields in many other parts of the country as well.

Unlike China and Korea, Japan has little coal or iron. Instead the country's most important resource lies in the waters that surround the islands. For hundreds of years, Japanese fishing boats have been heading out to sea. They bring home tuna,

salmon, shrimp, and many other fish. The sea also links Japan to the rest of the world. Japanese factories depend on ships to bring them the raw materials they need.

People of East Asia

All the people of East Asia work hard to use their resources well. They are alike in other ways too.

Following China's Lead. For many hundreds of years, the people of East Asia followed China's lead. The Chinese were the first to grow rice, settle in villages, and weave cotton and silk into cloth. Those ideas and many others spread to other countries throughout the region. Yet no two countries used them in exactly the same way.

For example, even today many people in East Asia live in small farming villages. Yet these villages look very different from those in China. In a Chinese village, the houses are made of different kinds of brick. In Korea, they are more likely to have mud walls. In Japan, the village houses are often made of wood. Even the way people farm is different. In China, almost all work is done by hand. In Japan and Korea, much of the farm work is done by small machines.

People throughout the region also have cooking styles that are alike yet different. For example, in each country, people eat rice and noodles instead of bread and potatoes. They also cook with soy sauce. Yet, in Japan, people eat mainly fish. In Korea and China people eat not only fish but chicken and beef as well.

East Asia: Land Use

Manufacturing	Coal	Lead
Forestry	Iron	Magnesium
Farming mostly for family use	Petroleum	Tin
Hunting, fishing, and gathering	Natural gas	Graphite
Nomadic herding	Copper	Hydroelectric power
Commercial fishing	Bauxite	
Little or no activity	Tungsten	



In what part of East Asia is nomadic herding a major activity? Where are large manufacturing centers located?



This Japanese family is enjoying a meal that consists of many traditional Japanese foods.

Reacting to Change. The people of East Asia are similar yet different in other ways too. For example, beginning in the 1500's, Europeans arrived in East Asia. They brought many new ideas and inventions. At first, most East Asians had no interest in or were afraid of those ideas or inventions. The Japanese even closed their country to outsiders. Others tried to limit dealings with the newcomers. Neither approach worked.

The Europeans and later the Americans would not be shut out. They brought many changes to the region. Every country in East Asia has felt those changes. Yet no two have reacted to them in exactly the same way. In the next two sections,

you will see how different nations in the region reacted to outsiders.

To Help You Remember

1. Why do the people of East Asia crowd together on fertile plains and in rich river valleys?
2. Name two things East Asians do to make the most of every available bit of land.
3. (a) What is Japan's most important resource? (b) Where are many of China's and Korea's resources located?
4. (a) What country in East Asia strongly influenced people throughout the region? (b) Name two ways East Asians are alike yet different today.

Study Help

Seeing What Is Alike and Different

At the beginning of this chapter, you were asked to compare life in the different parts of East Asia. One way to do this is to find facts about each country in the region. Then ask yourself, "What do these facts tell me about likenesses and differences in the region?"

On a separate sheet of paper, complete the following chart with facts from the chapter.

	<i>China</i>	<i>Korean Peninsula</i>	<i>Japan</i>
<i>Land</i>		Mostly mountains	
<i>River Valleys</i>			No large river valleys
<i>Resources</i>		Many minerals; thick forests	
<i>Ways of Life</i>	Small farming villages; brick houses; work done by hand		
<i>Food</i>	Eat rice, noodles, beef, chicken, and fish; cook with soy sauce		

Now use the chart to answer the following questions:

- (a) How is the land of China, the Korean Peninsula, and Japan alike? (b) How is it different?
- Which countries in the region have rich river valleys?
- (a) What two countries in the region have many mineral resources? (b) Name two resources that are important to the third country of the region.
- (a) In what kinds of communities do most people in the region live? (b) How do these communities differ?
- How are cooking styles alike yet different?

In the next two sections, you will see how countries in the region reacted to change. As you read, continue to look for facts that tell you about likenesses and differences.

China

For hundreds of years, China was one of the most advanced countries in the world. Then, in the 1700's, the Industrial Revolution began in Europe. It quickly spread to other parts of the world. It did not, however, spread to China. The Chinese government had no interest in new machines or inventions.

As a result, by the mid 1800's, Europe had guns, steamships, and cannons. China did not. The Europeans used their weapons to take over parts of China. By 1900, Japan and Russia were able to take over parts of northern China. The government of China had grown too weak to stop these advances.

Before the revolution, Chinese farmers earned barely enough to stay alive.



The Need for Change

By the early 1900's, China was a very poor country. Many people there farmed on tiny plots of land they rented. Although they worked long hours, they kept very little of their harvest. Almost all of it went to rich landowners.

Other Chinese farmers were even less fortunate. They could only find work as day laborers on large farms. They often went for months without any job at all. Every year thousands of families moved to the cities in search of jobs.

Yet life in the cities was not much better. Many people lived in the streets. They were forced to beg for food. In those days, China did not have many businesses. So there were few jobs available.

Many Chinese urged the government to take action. They wanted to help ordinary people. They also wanted to push out the foreigners and make China a great nation again. China's emperors and their advisors disagreed. They believed that China's greatness lay in its past. They did not want the country to change.

The Beginnings of Change

By 1911, a revolution had begun in China. The following year the nation became a republic. However, the new government was not much more successful than the emperors had been. For the next 17 years, many groups fought for control of China.

By 1928 a group known as the Nationalists ruled the country. They were led by Chiang Kai-shek (chyāng' kī'-shek'). The

Nationalists promised to make China more modern. They built railroads and highways, updated China's laws, and opened schools and hospitals. These improvements helped city people. They did not help the millions of poor farmers who had barely enough food to stay alive.

The Chinese Communist party understood the way poor farmers felt. The party's leader was Mao Zedong (mä'ô dzu'düng'). He himself came from a family of poor farmers.

By 1930, China was in the middle of a civil war. On one side were Nationalists. On the other side were Communists.

At first, the Nationalists seemed to be winning. The Communists were forced to flee to the northern mountains. There, however, they managed to win some victories. As the Communists took control of more and more land, they divided it among local farmers. For the first time, many families owned their own fields. As a result, more and more Chinese farmers supported the Communists.

Then, in 1931, the Japanese took advantage of China's trouble. They invaded the country. It was the start of World War II in Asia. The Communists were more successful in pushing back the Japanese than the Nationalists were. By the end of the war, the Communists controlled much of China. By 1949, they ruled the entire country. They set up a new government. They called it the People's Republic of China.

Chiang Kai-shek and other Nationalist leaders fled to the island of Taiwan. There they set up a government called the Republic of China. Until 1971, many nations

viewed it as the true government of China. Today most nations recognize the People's Republic of China as the nation's real government.

Life in Communist China

Like the Nationalists, the Communists wanted China to be a strong, modern country. Unlike the Nationalists, the Communists wanted a country in which no one was very rich or very poor. They wanted everyone to be equal.

Life in the Countryside. Mao tried to make everyone equal by taking away land from wealthy landowners and giving it to poor farmers. In 1958, he went a step further. That year the government set up communes. On those communes, people owned and worked the land jointly. Farmers did not keep the crops they grew.

Everyone works long hours on a commune. These workers are husking corn.





Today communes provide services that were unheard of before the revolution. Besides farms and factories, communes also have their own hospitals, banks, and schools.

Instead, they turned over part of their harvest to the government to sell in state-run markets. They kept the rest to feed the people on the commune. Everyone received the same amount of pay no matter how hard they worked.

The plan did make everyone equal, but it did not produce enough food. When Mao Zedong died in 1976, a new leader took charge. His name was Deng Xiaoping (dùng' shou'píng'). He was more interested in building a strong China than in making everyone equal. So he organized the communes differently.

Today on the communes, each family receives its own piece of land on which to plant crops. Family members must still

give some of their harvest to the government. Now, however, they are free to keep or sell the rest of their crops in free markets. The new plan suits farmers better. It gives them a reason to work hard. As a result, the communes produce more food than in the past.

Life in the countryside has changed in other ways too. Before the revolution, there were almost no schools in the countryside. Today many more farm children are getting an education. The same can be said of health care. In 1949, many people in China died because there were no doctors to treat them. Today, communes have their own hospitals where people can receive medical care.

Life in the Cities. Today, as in the past, most people in China live in the countryside. Many, however, would like to live in the cities. Since the revolution, China's cities have become centers of industry. There is also more opportunity to get an education there than in the countryside.

China's cities are a blend of the old and the new. In the old parts of the city, people live along narrow lanes in low houses with walled courtyards and gardens.

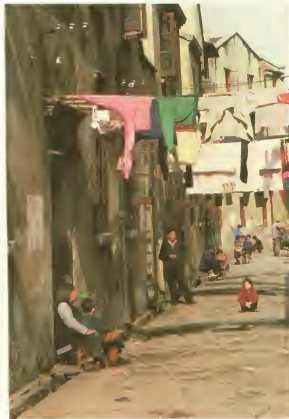
Throughout the city, many people live in new apartment houses. Much of this housing has been built for workers in

nearby factories. A family of four usually has a two-room apartment. Sometimes several families share a bathroom and a kitchen.

Most city people work eight hours a day, six days a week. They work in factories that are owned and operated by the government. Government leaders and factory managers set prices and decide what kinds of goods each factory will produce.

When the Communists first came to power, all workers received the same amount of pay. Today the government offers extra pay to good workers. As a

The old parts of China's cities (left) are very different from the newer sections (right).



result, people work harder and factories are producing more goods. These goods include heavy equipment, like farm machinery and tools. They also include clothing, radios, and other consumer goods.

Everyone in the country belongs to a group. So does everyone in the city. Workers belong to groups called units at their jobs. Students belong to units at their school. The government uses these units to control city life and help people with their problems.

There is no place in China for people to strike out on their own. The Communists believe that only through teamwork will the country grow rich and strong.

To Help You Remember

1. Why were outsiders able to take over parts of China?
2. (a) Name two reasons that many Chinese pushed for change in the early 1900's. (b) What happened in China in 1911?
3. (a) What two groups battled for control of China? (b) Which group won in 1949?
4. How did Mao Zedong and Deng Xiaoping differ in their goals for China?
5. (a) Why do China's communes produce more food today than in the past? (b) Why do China's factories produce more goods today than in the past?

Japan and Korea

China has changed greatly in recent years. So have other countries in East Asia. These nations too are becoming stronger and more modern. Each, however, has taken different paths to realize those goals.

Japan: A Center of Industry

For more than 200 years, from 1639 to 1853, Japan cut itself off from the rest of the world. Then, in 1853, four American ships pulled into Tokyo Bay. The ships were led by Commodore Matthew Perry. He brought a message from the United States. It demanded that Japan open its ports to trade. The Japanese had no weapons to defend themselves. Reluctantly they agreed.

Becoming a World Power. Many people in Japan were outraged at their country's weakness. They set out to make Japan stronger. They wanted to create a stronger, more modern government. They also urged that the country build large factories, shipyards, and railroads. They wanted Japanese students to go to other countries and learn about new ideas and inventions. The money for these and other projects would come from trade in silk and tea.

These Japanese brought about a kind of revolution. They established a new government and set out to industrialize Japan. By 1900, they had realized their goal. Japan had become one of the most industrialized countries in the world.

Although Japan was now an industrialized nation, it had few of the resources needed to keep its factories running. However, by 1900, it did have one of the strongest armies and one of the strongest navies in the world. The Japanese used that army and navy to secure the iron and coal their factories needed. They did so by conquering neighboring countries, including Korea and parts of China.

Japan Today. The Japanese Empire collapsed in 1945. That year the United States and its allies defeated Japan in World War II. They then forced the Japanese to accept a new kind of government. In that government, power rests with the people of Japan. They vote for the country's lawmakers.

Today the Japanese government still helps Japanese businesses. It no longer does so by conquering other nations. Instead, it passes laws encouraging people to put their money in certain businesses. It also encourages Japanese people to buy Japanese products.

Many people in Japan today work in large factories and businesses. They make ships, radios, tape recorders, cameras, automobiles, watches, steel, aluminum, and much, much more. A Japanese factory looks similar to factories in Europe or the United States. Yet they are not run in the same way.

When a Japanese factory or business hires new workers, it enters into a very special relationship with those workers. That relationship is very much like that of a parent and a child in a traditional Japanese family.



These Japanese factory workers are taking a work break to rest their eyes.

Workers rarely change jobs. They are loyal to their company. They take pride in the company's history, wear the company's uniforms, and sing the company's song. They are encouraged to make suggestions that will improve the company and its products.

The company also is loyal to its workers. Even when times are bad, workers are not laid off. Many companies provide their workers with housing, health care, and special training. Some companies have gyms, social clubs, and even vacation hotels.

Not everyone in Japan has a lifetime job. Yet even those who do not have lifetime jobs have prospered in recent years. They have done well because Japan has more jobs than workers. They are also able to get ahead because education is very important to the Japanese. In Japan,



The tea ceremony is a Japanese tradition that is hundreds of years old. The Japanese follow strict rules in preparing and serving the tea.

nearly everyone graduates from high school.

Just as factory and business work is a blend of old ways and new, so are other parts of Japanese life. For example, Japanese children study science and mathematics. They learn to use computers. At the same time, they also study Japanese culture and history. They learn to take pride in their country's past even as they learn the skills needed for the future.

The Korean Peninsula

The Korean Peninsula lies to the east of China and the west of Japan. Because of its location, Korea has often been a battle-

ground. The Japanese ruled Korea for a time. The Chinese also had much influence in the country.

A Divided Land. For many years, the Koreans, like the Japanese, closed their country to outsiders. Then, in the 1870's, Japanese warships forced the Koreans to open their ports to outsiders much as the Americans forced the Japanese to open their ports only 20 years earlier. By 1910, Korea was a Japanese colony. It remained a colony until World War II ended.

During World War II, Soviet troops freed the northern part of Korea. American soldiers freed the southern part. After

the war, the two nations could not agree on a plan for a united Korea. So Korea became two separate countries, each with its own government.

Then, in 1950, soldiers from North Korea attacked South Korea. The United Nations sent an army to help the people of South Korea. The United Nations' army included troops from 16 nations, including the United States. The North Koreans also got help. Both the Soviet Union and the People's Republic of China sent troops to North Korea.

The fighting stopped on July 27, 1953. On that day, leaders from North and South Korea signed a **truce**. A truce is an agreement to stop fighting. It is not, however, a peace treaty. North Korea and

South Korea have never signed a permanent peace agreement. The Korean peninsula remains divided.

North Korea. Today the Communists control North Korea. They are turning it into an industrial nation. The north has most of Korea's iron, coal and other resources. The government is using those resources to make machines, cement, and chemicals. As in China, these factories are owned and operated by the government.

North Korea buys much of its food from other countries. It has very little land flat enough to farm. Still the people of North Korea grow many crops including grains and vegetables. As in China, North Korean farmers live in communes.

*In the southern part of Korea, the mountains slope down to broad plains.
Here the land is good for growing rice and other crops.*



South Korea. Like North Korea, South Korea also began to build factories after the war. The southern half of the peninsula, however, has few resources. So South Korea, like Japan, imports many of the raw materials it needs to keep its factories running.

As in Japan, the South Korean government has encouraged the growth of factories. It offers help to South Koreans eager to start their own businesses. It also encourages outsiders to do business in the country.

Like many other East Asians, South Koreans have long valued education. Almost everyone in the country can read and write. South Koreans also value hard work. People are willing to work long hours to get the things they want. Traditional values have helped South Koreans

make the changes needed to build a strong nation.

Traditional ideas live on in other ways as well. Each year thousands of South Koreans visit museums, shrines, and other reminders of their country's past. Like the Japanese, the children of South Korea study their country's history, its traditions, and its values. They do so even as they prepare for jobs and careers in modern industries.

In the past, Korea was ruled by kings. Today kings no longer rule Korea. Yet the South Korean government has as much power over its people today as the kings once had. For example, even though Korean workers are free to find their own jobs and housing, they cannot speak freely against government policies. Those who do are punished. Many are arrested.

Seoul, the capital of South Korea, is a thriving center of business and industry.



To Help You Remember

1. Why did Japan begin building industry in the late 1800's?
2. (a) How did the Japanese government try to help businesses in the past? (b) Name two ways it helps businesses today.
3. (a) How do most people in Japan earn their living today? (b) How do Japanese workers feel about the company they work for?
4. (a) What country took control of Korea in 1870? (b) Why did Korea become a divided country after World War II?
5. (a) Who controls North Korea today? (b) Name two ways the government of South Korea is helping factories and industry grow.

Chapter Review

Words to Know

How is a *truce* different from a peace treaty?

Reviewing Main Ideas

1. The following statements are main ideas taken from the section entitled *Land and People*. Find at least two details from the text that add to or describe each main idea.
 - a. Throughout East Asia, people use every bit of available space.
 - b. The best farm land in East Asia can be found in river valleys.
 - c. Resources are not evenly spread throughout the region.
 - d. For many hundreds of years, the people of East Asia followed China's lead.
 - e. No two countries have used China's ideas in exactly the same way.
2. Answer the following questions. They will help you see likenesses and differences among China, Korea, and Japan.
 - a. Why were outsiders able to force these countries to open their ports in the 1800's?
 - b. How did Japan's reaction to outsiders differ from Korea's and China's?
 - c. How are the governments of North Korea and China alike today?
 - d. In what way are the governments of South Korea and Japan alike?
 - e. In what way are the governments of South Korea and Japan different?

In Your Own Words

Write two paragraphs. In the first paragraph, describe ways of life in modern China. In the second paragraph, describe ways of life in modern Japan.

Answer these questions in your paragraph on China:

1. Where do most people in China live today?
2. What is life like on a commune today?
3. What is life like in China's cities?

Answer these questions in your paragraph on Japan:

1. How do most people in Japan earn their living today?
2. How is Japanese life a blend of old and new?

Challenge!

Japanese businesses are run in a way different from businesses in the United States. In Japan, a special personal relationship exists between employers and employees. Employees look upon their employer as a parent figure, who will provide for all of their needs. In return, the employer expects employees to work for the company for life. Find out more about the way businesses are run in Japan. What advantages do you see? What disadvantages? Do the advantages outweigh the disadvantages? Why or why not? Do you think those methods would work in the United States? Give reasons for your answer.

Things to Do

Prepare a report about Taiwan. In your report, answer these questions:

1. How do most people in Taiwan earn their living?
2. What crops do they grow?
3. Describe the relationship between the Republic of China in Taiwan and the People's Republic of China on the mainland.



South and Southeast Asia

South of China lies a land of islands and peninsulas. One of those peninsulas is so large that people call it a subcontinent. It is known as South Asia. People also call it the Indian subcontinent because India is the peninsula's largest country. The towering, snow-capped Himalayas separate the Indian subcontinent from the rest of Asia. The Indian Ocean, the Bay of Bengal, and the Arabian Sea form the peninsula's water boundaries.

The other peninsulas are much smaller. They lie to the east of the subcontinent. These peninsulas hold many of the countries that are part of Southeast Asia. Beyond them are thousands of islands. These islands are also part of Southeast Asia.

People have been living in South and Southeast Asia for thousands of years. During those years, many outsiders have settled in the region. Some came to trade for valuable spices, tea, and jewels. Others came to conquer. Many stayed on and built a new life in South and Southeast Asia. Today life throughout the region reflects the mix of these many different cultures.

As You Read

This chapter is divided into three parts.

- Land and People
- South Asia
- Southeast Asia

As you read, look for ways different groups of people have influenced life in the region.

Land and People

The islands and peninsulas of South and Southeast Asia are a land of great variety. The tallest mountains on Earth are a part of the region. So are many lowlands, some well below sea level. The region also contains some of the wettest places on Earth as well as some of the driest.

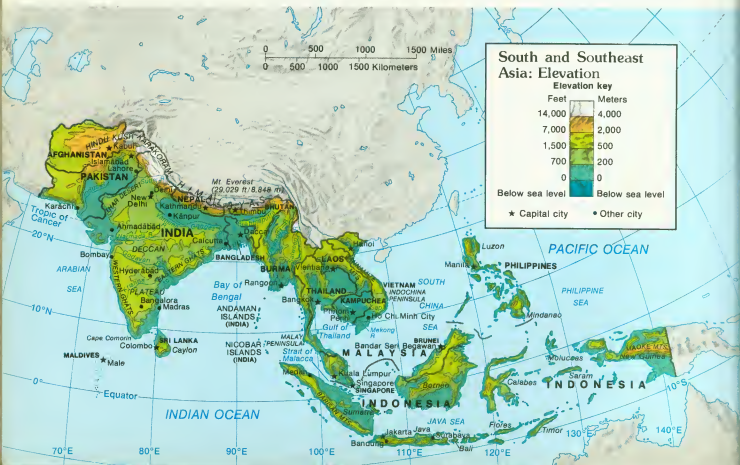
Despite such differences, the people of the region have much in common. Everywhere ways of life are shaped by the land. The people of the region also share a history. Events that took place long ago affect life throughout the region today.

South and Southeast Asian Lands

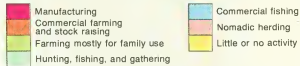
The land of South and Southeast Asia is one of great contrasts. Yet most people in the region make their homes in the region's many river valleys or along the coast. Fewer people live in the deserts or the mountains.

River Valleys. For thousands of years, farmers have been growing rice and other crops along the banks of the rivers that flow through the region. They use the water to irrigate their fields. In Pakistan

What countries lie in the high mountains that separate India from the rest of Asia? What country in Southeast Asia has no seacoast?



South and Southeast Asia: Land Use



Coal Natural gas Hydroelectric power
Iron Copper Tin
Petroleum Bauxite Tungsten



In what countries is nomadic herding a major activity? Name two cities in India that are manufacturing centers.

alone, the rivers irrigate over 25 million acres (10 million hectares) of land. The rivers also transport people and goods. Today some of the rivers in the region also produce electric power.

Mountains. The rivers of South and Southeast Asia begin in the many mountains that stretch across the region. The Himalayas that stretch across the northern borders of India, Nepal, and Bhutan are 200 miles (80 hectares) wide in places. The other mountain ranges are not as

large as the Himalayas nor as high. Yet they too are important.

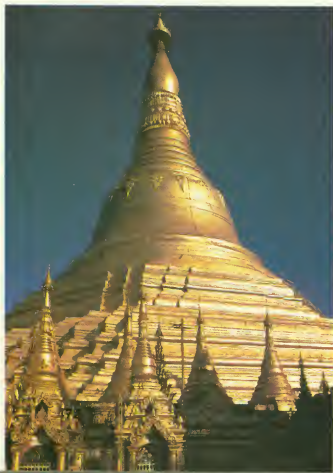
The mountains of South and Southeast Asia are rich in resources. There are tin, coal, iron, lead, and precious stones in some mountain ranges. The lower slopes of many of these mountains are covered with thick forests. These forests contain ebony, teak, and other valuable trees.

Everywhere the mountains divide groups of people. Throughout the region, the people who live in the mountains have ways of life that differ from those who live

in the lowlands. The mountains shape the climate of the region too. For example, two mountain ranges, the Western and Eastern Ghats, run along the edges of the Indian subcontinent. Between them lies the Deccan Plateau. Much of it is a desert because the two mountain ranges block the rain.

Winds over Water. The Indian Ocean and the seas also shape the climate of the region. Almost all of the region's rain comes in spring and summer. It is then that warm winds blow across the ocean toward South and Southeast Asia. These seasonal winds are known as **monsoons**.

The gold-covered tower of this Buddhist temple rises above a city in Burma.



The spring monsoons pick up tons of moisture from the waters they cross. The moisture falls as rain. On the other hand, in winter, the monsoon winds come from lands farther north. These are dry winds. So winter throughout the region is a drier season.

Even in summer, most of the rain falls along the coast. By the time the winds reach the plains south of the Himalayas, they have lost most of their moisture. So northern India and Pakistan are much drier than places farther south.

South Asian People

Everywhere in South and Southeast Asia people depend on the monsoons to grow their crops. If the rains come too soon or too late, everyone suffers.

The people of the region have other things in common too. Most live in small farming villages and follow ancient ways of life. Everywhere those ways of life have been influenced by one of three civilizations: Indian, Chinese, and Muslim. Recently, many have also been affected by European ideas and inventions.

India's Influence. Thousands of years ago, a civilization developed on the Indian subcontinent. Over the years, it slowly spread to other parts of the region. Signs of that civilization can be seen almost everywhere in South and Southeast Asia.

Indian crafts, crops, and learning have spread to many countries in the region. The Indians were the first to grow cotton. Today people throughout the region plant cotton. Many also work as spinners, weavers, and dyers.

Many people in Southeast Asia follow the teachings of Buddhism. That religion had its beginnings in India. So did Hinduism. It too has many followers in South and Southeast Asia.

Indian statues and paintings have inspired artists throughout the region for hundreds of years. Indian music is popular too. In many places, even the stories people tell their children at bedtime can be traced to tales that have long been a part of Indian culture.

The Influence of China. The Chinese have also influenced life in the region, especially in Vietnam. The Chinese ruled Vietnam for over a thousand years, from 111 B.C. to A.D. 939. During those years, the Vietnamese adopted many Chinese ideas and beliefs. They began to use the Chinese system of writing. They too looked to Confucius as a great teacher.

China contributed less to the other countries of the region. Still each has traded with China for centuries. Each has many Chinese families living in its towns.

Muslim Influence. In the 700's, a new group of people began arriving in the region. They were Arab traders from Southwest Asia. In time, the Arab traders were joined by other Muslims. These Muslims came from central Asia.

By the 1500's, the Muslims had built a great empire in northern India. It lasted for about 200 years. The Muslims never conquered Southeast Asia, but many Muslim traders settled there. Today Islam is the main religion of countries as far apart as Afghanistan and Indonesia.



These acrobats are celebrating the Chinese New Year in Thailand.

European Influence. Europeans have also affected life in the region. They began arriving in the 1500's. Soon after, they set up many colonies there. The Spanish ruled the Philippines. The Portuguese and later the Dutch controlled Indonesia. Vietnam, Kampuchea, and Laos were all French colonies. The British ruled Burma and India. Only Thailand remained free.

Signs of European rule can be seen even today. Spanish is still the language of the Philippines. Most people there are Catholics. There are many Catholics in Vietnam as well.

Europeans affected life in the region in other ways too. They brought the first

rubber trees to the region. Today rubber is one of the most important cash crops throughout South and Southeast Asia. The Europeans also built or enlarged many cities in the region. Singapore and Calcutta are two of the largest cities in the world. Both were built up Europeans.

Today the countries of South and Southeast Asia are no longer ruled by outsiders. Yet the mix of many different cultures still makes the region one of the most diverse in the world.

South Asia

Throughout South and Southeast Asia, a variety of cultures exists side by side. Nowhere is this more true than in South Asia. Long ago that diversity helped outsiders divide and conquer South Asia. Recently, that diversity has made it hard for people to work together.

The Fight for Independence

When the twentieth century began, much of the Indian subcontinent was under British rule. Many Indians were not happy with British rule. They wanted independence. The British refused to consider the idea. India was their most valuable colony. They did not want to lose it.

A man named Mohandas K. Gandhi (mō hān'dəs gān'dē) led the fight for independence. Gandhi believed in bringing about change peacefully. He told his followers that they did not need guns or

To Help You Remember

1. Where do most people in South and Southeast Asia make their homes?
2. Give at least two reasons why the mountains of South and Southeast Asia are important.
3. How do the oceans and seas help to shape the climate of the region?
4. (a) What four civilizations have shaped life in the region? (b) Give an example of how each has influenced the region.

weapons to bring a mighty empire to its knees. Instead, he urged the Indians to **boycott**, or refuse to buy, all British goods. He also told them to refuse to pay British taxes, obey British laws, or attend British courts.

During those years, Gandhi led many marches and demonstrations. Gandhi's independence movement was known as *satyagraha* (sə tyə'grā'hə), meaning "hold fast to the truth." The British did not know how to deal with the demonstrations and marches. They jailed thousands, and yet the marches continued. They used weapons to break up the crowds. Many thousands died. Yet the demonstrations continued.

The British were finding it harder and harder to rule the country. Finally they gave up. On August 15, 1947, India became an independent nation.

Division in South Asia

Gandhi did not live long after India won its freedom. On January 30, 1948, he was assassinated. The man who murdered him was a Hindu. Like some Hindus in the country, he opposed one of Gandhi's ideas, the idea of equal rights for everyone, even Muslims.

Many Muslims lived in India. Long ago they ruled much of South Asia. During those years, Hindus and Muslims fought with and distrusted one another.

Gandhi had hoped people would put aside these old hatreds. He wanted all of India to be one country. Instead, the subcontinent was divided into two countries. One of these countries was India. It became a nation in which most people are Hindus. The other was Pakistan. It was to be a Muslim nation.

When the border lines were drawn, thousands of South Asians packed up their belongings. Some were Hindus who lived in what was now Pakistan. Others were Muslims who lived in India. Thousands died as neighbor turned against neighbor.

To make matters worse, Pakistan itself was divided into two parts, West Pakistan and East Pakistan. The two were separated by India. Yet more than land separated East and West Pakistan. Ways of living and even languages differed greatly. Only religion united the two parts of the country. It was not enough to keep the nation together.

By 1971, a civil war had begun in Pakistan. When the fighting finally ended, East Pakistan had become an independent nation. It is known as Bangladesh.

India Today

India too has been divided by fighting from time to time. Yet it has stayed united even though its people speak hundreds of languages and follow many different ways of life. An Indian in describing his country once said, "Whatever you say about India, the opposite is also true." In many ways, he was right.

India is one of the ten most industrialized countries in the world. Its factories are as modern as any other. Yet most people in India are farmers who work the land much as their ancestors did.

Village Life. About eight out of every ten people in India live in small villages. In the fields beyond the walls of their villages, they grow a variety of crops. In the dry north, the main crop is wheat. In the wet south, it is rice.

The production of steel plays an important role in India's economy.





In Bombay and other Indian cities, modern office buildings and apartments rise above the shacks of the poor.

Family is important everywhere. Most villagers live in extended or joint families. These families are made up of not only two parents and their children but also grandparents, uncles, aunts, and cousins.

Village families are very much aware of their rank, or place, in society. Each family is a part of *jati*, or traditional community. Some *jatis* have a high rank. Others rank low.

In the past, *jatis* touched every part of village life. Today *jatis* are less powerful than they used to be. Yet many villagers still follow the old ways. Each *jati* lives in its own section of the village. Members work together and help each other in times of trouble.

City Life. Traditional communities are less important in the cities. People from many different communities work in factories, shops, and other businesses. They do not care as much about one another's family history. Also laws concerning *jati* are more carefully enforced in the cities. It is against the law for anyone to refuse to hire people from low-ranking *jatis*.

In recent years, more and more people have moved to India's cities in search of a better life. Many come to find work in India's steel and textile industries. Unfortunately there are not always enough jobs for everyone who wants one. Furthermore many villagers have had very little schooling. Thousands cannot read or write. They have none of the training needed to work in large factories or offices. As a result, many live in the streets. They are forced to beg to support themselves.

The government is working hard to help these people. Many believe that the future of India depends on how quickly the government can help the poor.

To Help You Remember

1. (a) Who ruled the Indian subcontinent for many years? (b) How did Mohandas K. Gandhi lead his people in their fight for freedom?
2. (a) Why was the subcontinent divided into two countries after Gandhi's death? (b) Why did East Pakistan break away from West Pakistan in 1971?
3. (a) Why do many people from the countryside move to India's cities? (b) Give two reasons why many new arrivals are forced to live as beggars.

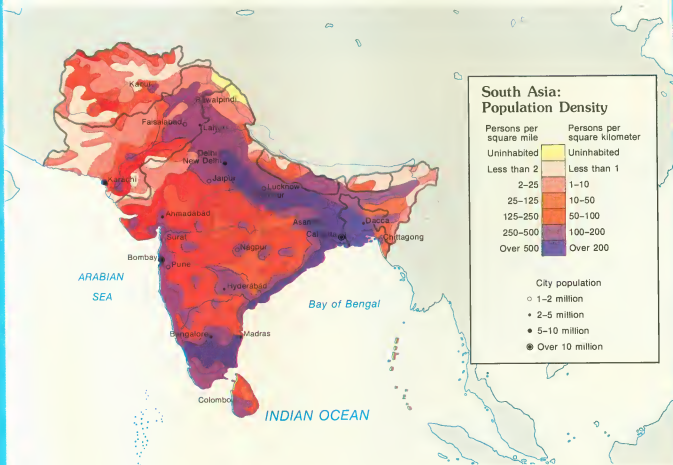
Study Help

Reading a Population Density Map

The Indian subcontinent is one of the most crowded places on Earth. Yet even in such a crowded place, some parts of the region have more people than others.

The map below is a **population density** map. It shows how thickly or how thinly settled an area is. Use the map to answer the following questions:

1. What parts of South Asia are most thickly settled?
2. Where do the fewest people live?
3. Explain why more people live in some parts of India than in others.



Southeast Asia

Southeast Asia lies east of the great Indian subcontinent and south of China. It has always been a crossroads for people from many parts of the world.

Long ago Chinese ships stopped on the islands of Southeast Asia on their way to India and East Africa. Later, Muslim and European traders bound for China and Japan also stopped to trade. As a result, there is much variety among the countries of Southeast Asia. Even within countries, there are many differences. A look at three countries—Thailand, Vietnam, and Indonesia—shows some of the variety in the region.

In Thailand, elephants are trained to help with the heavy work of lumbering.



Thailand: Land of the Free

The people of Thailand call their country *Muang Thai* (mwäng tī), or Land of the Free. They have good reason to do so. In the late 1800's, the kings of Thailand, or Siam as it was then called, worked hard to keep their country independent.

Unlike other leaders in Southeast Asia, the kings of Thailand succeeded in keeping their country free. Thailand is the only country in the region that has not been a European colony. The people of Thailand are proud of their independence.

Thais, the people of Thailand, are united in other ways too. Not many outsiders live in the country. The few who do are mainly Chinese. They live in Bangkok and other large cities.

Most Thais are rice farmers who live in small villages scattered along the country's many rivers. Almost all own their own land. Many fields, however, are so small that farmers rent extra land.

Rice is an important crop in Thailand. So is rubber. The country has many rubber plantations. People also depend on teak forests that cover much of the land. Many Thais work in these forests. They cut down trees. Then elephants carry the heavy logs to the nearest river. There, workers float the logs downstream to Bangkok. In Bangkok, they are loaded onto ships bound for distant ports.

Bangkok is Thailand's main port. It is also the largest city in the country. Bangkok is a very old city. It grew up around the king's palace.



The king's royal palace is located in Bangkok, Thailand's capital and largest city.

Today Bangkok has many large hotels, office buildings, and crowded shops. The city also has most of the country's factories. They process rice and rubber. Most goods in Thailand are made by hand in tiny workshops and homes throughout the country. Workers ship these goods to Bangkok. They are not only sold to people in Thailand but also shipped to people in countries around the world.

The king of Thailand still lives in Bangkok. Today, however, he has little power. Power now rests in a national legislature elected by the people.

Today the king is a symbol of the country's unity and history of independence. The Thais are working hard to keep their country free. In recent years, fighting in

Vietnam has been the greatest threat to Thailand's independence.

Vietnam: Land of Conflict

The long narrow country of Vietnam lies to the east of Thailand along the Pacific Coast. Like the Thais, the people of Vietnam share similar customs. As in Thailand, most Vietnamese are rice farmers.

In other ways, the two countries are very different. The people of Vietnam are not as united as the Thais. Until 1975, Vietnam was divided by a bitter civil war. The Vietnamese do not have a long history of independence either. Outsiders have conquered the country many times.

The French took over Vietnam and neighboring countries in 1862. They lost



The damages of war can be seen in this outdoor restaurant in South Vietnam.

control of the country during World War II. The Japanese occupied Vietnam during the war years. After the war, the French tried to make Vietnam a colony again. The Vietnamese fought fiercely for their freedom. As a result, France gave up its claims to the country in 1954.

During the years of fighting, a Communist group took control of the northern part of the country. An anti-Communist group held the south. When the French finally left, Vietnam remained divided between north and south. Three years later North Vietnam and South Vietnam were at war. Each wanted to win control of the entire country. North Vietnam received money and weapons from the Soviet Union. South Vietnam got help from the United States.

In the late 1960's and early 1970's, the United States sent more and more soldiers to South Vietnam. At one time, over a half million United States soldiers were in the country. They were there to help the South Vietnamese defeat the Communists in the north.

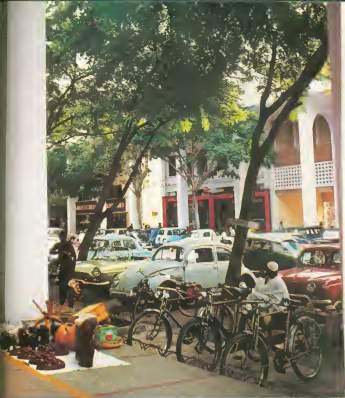
As the fighting continued, many people in the United States began to question the war. They did not think that the United States had any business in Vietnam. In 1973, the United States withdrew its forces from the country. Two years later, North Vietnam won the war. Vietnam was united under a Communist government.

Soon after, many South Vietnamese left the country. They fled to the United States and other nations. Today the Vietnamese are trying to rebuild and reunite their country. They are putting up factories and restoring the land. At the same time, the government is trying to spread the Communist system. The government now controls all trade. It has closed down thousands of private stores. It also runs the nation's farms.

The government has not been as successful as it had hoped to be. One reason is that Vietnam is still at war. In 1977, fighting broke out between Vietnam and Kampuchea over islands both countries claim. Soon after, the Vietnamese invaded Kampuchea. Many nations have protested, but the fighting continues.

Indonesia: Land of Diversity

Indonesia has been independent since 1945. Before that, the Dutch ruled this land for over 300 years. Since independence, the government of Indonesia has



Jakarta, the capital of Indonesia, is one of the country's many crowded cities.



Although cities are crowded, many Indonesians still live in small farming villages.

worked hard to unite 135 million people living on 13,000 islands into one country.

The Indonesians have a motto, or saying. It is, Unity in diversity. It means that even though the people of Indonesia speak over 250 different languages and follow many different religions, they are still part of one country.

To help people feel united, the country now has a national language. It is called Bahasa Indonesia. Today children throughout Indonesia learn it in school.

Indonesians also believe that to remain united they must make better use of their resources. In colonial days, Indonesian rubber and tin were shipped to the Netherlands. Today Indonesians are using their resources to build industries.

The first president of Indonesia told people that the country should work toward *berdikari* (ber'dā kār'ē). It means "standing on our own feet." In time, the people of Indonesia hope their country will indeed stand on its own feet.

To Help You Remember

1. Why do the people of Thailand call their country Land of the Free?
2. (a) How did Vietnam become a divided country during the early 1950's? (b) Who controls Vietnam today?
3. (a) Why is the government of Indonesia trying to unite the Indonesian people? (b) What has the government done to help the people of Indonesia feel united?

Chapter Review

Words to Know

- (a) What is a *monsoon*? (b) Why do the spring monsoons carry tons of moisture? (c) Why is winter throughout the region a dry season?
- What did the people of India do when they *boycotted* British goods?
- What does a *population density* map show?

Reviewing Main Ideas

- Give at least one example of how life in South and Southeast Asia has been shaped by each of the following:
 - river valleys
 - mountains
 - Indian civilization
 - Chinese civilization
 - Muslim civilization
 - European civilization
- (a) Explain why the Indian subcontinent was divided into two countries in the late 1940's. (b) Explain why East Pakistan broke away from West Pakistan in 1971.
- Why is there much variety among the countries of South and Southeast Asia?
- (a) How are the people of Thailand and the people of Vietnam alike? (b) In what way is the history of these lands different?
- (a) Which of the Southeast Asian countries that you studied is the most diverse? (b) Name two ways that the people of this country differ.

In Your Own Words

Complete one of the paragraphs in column two with information from the chapter. The page numbers tell you where to look.

Pages 495-496

An Indian in describing his country once said, "Whatever you say about India, the opposite is also true."

Pages 498-499

The people of Thailand call their country *Muang Thai*, or Land of the Free.

Pages 500-501

The Indonesians have a motto or saying. It is, Unity in Diversity.

Things to Do

Plays using shadow puppets are popular in Indonesia. The puppets are hidden behind a screen. Lights shining behind and above the puppets create a shadow on the screen. The audience sees only the shadows. Find out more about this art form. See if you can make your own shadow puppet. Then stage a show for your classmates.

Challenge!

Imagine that you have won a trip to a country in South Asia or Southeast Asia. Choose the country you would most like to visit. Begin planning the trip by making an itinerary. What cities will you travel to? What places do you plan to visit in those cities? Decide on the time of year you will leave. Based on when you plan to leave and the places you will visit, what kind of clothing should you pack? What souvenirs might you buy? What type of currency will you need? Visit a library or a tourist agency to gather the information you need to plan your trip.

Keeping Skills Sharp

The map below shows the pattern of monsoon winds that blow across South and Southeast Asia. Study the map. Then answer the following questions:

1. The winter monsoons blow from land to water. How do the summer monsoons blow?

2. How does the map help explain why winters in South and Southeast Asia are dry?
3. How does the map help explain why summers are rainy?
4. The winter monsoons bring dry air as they travel over the land. Why are the Philippines less affected by the winter monsoons than India?





Lands of the South Pacific

The South Pacific is a part of the world that has more water than land. In fact, it is often called Oceania from a Latin word meaning "water." Although much of Oceania is water, it does include two continents and thousands of islands.

The continents are Australia and Antarctica. They are very different. Antarctica, which lies near the South Pole, is covered by an ice cap. Australia, which lies close to the equator, is mainly covered by a treeless, sun-dried plain. The islands too differ greatly. Some, like New Guinea, are large and mountainous. Others, like Naru, are tiny and very flat.

For thousands of years, the islands and continents of the South Pacific were cut off from the rest of the world. Then, in the 1500's, many outsiders began to explore the Pacific. By the late 1800's, several European countries and the United States had taken control of much of Oceania. Today some parts of the South Pacific are still governed by foreigners. Others have become independent nations.

As You Read

This chapter is divided into three parts.

- Land and People
- Australia
- Island Nations

As you read, look for ways the ocean has affected life in all parts of the region.

Land and People

Vast stretches of water separate the lands of the South Pacific. As a result, no two parts of the region are exactly alike. The region includes not only some of the most barren lands on Earth but also some of the richest. Some parts of the region have changed very little over the years. Others have crowded cities with tall skyscrapers and busy highways. In each part of the region, people have developed unique ways of life.

Lands of the South Pacific

Scientists from all over the world have been coming to the South Pacific for many years. Because the lands there are so far apart, many have animals and plants found nowhere else in the world. The lands are unusual in other ways too.

In Antarctica, penguins and other animals depend on the sea for food.



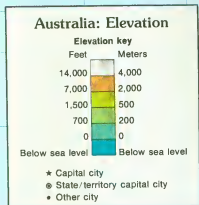
Antarctica. Many scientists come to Antarctica. Indeed, they are the only people who live on the continent. Some scientists are eager to see what life is like in a land that lies buried beneath masses of ice and snow. They measure the high winds that sweep across the continent. They study moving sheets of ice known as glaciers. Some also study the penguins and seals that frolic near the coast. These animals use the sea for food and shelter.

Many scientists think that Antarctica will become more important in the future. Under the ice cap is the largest supply of fresh water on Earth. As water in other parts of the world becomes scarce, people may turn to Antarctica for drinking water. Scientists also believe that the continent has many minerals. Someday those minerals may be mined. Today the cost of doing so is still too high.

Australia. Scientists also visit Australia, the smallest continent in the world. Next to Antarctica, it is also the most isolated. As a result, Australia has many plants and animals that are found nowhere else.

Perhaps the most famous animals are Australia's kangaroos and koalas. The continent also has the platypus. It lays eggs like a bird, but is covered with fur like an animal. The emu too is found only in Australia. It is a bird that is too large and awkward to fly.

One of Australia's unusual plants is the eucalyptus, or gum, tree. It grows even in places that are very dry. The tree holds the soil in place. Today people all over the



INDIAN OCEAN



What two deserts cover much of Australia? What chain of mountains keeps rain from reaching these deserts?

world are planting it to keep deserts from spreading.

Australia also has the world's largest coral reef. Known as the Great Barrier Reef, it is a wall of coral over a thousand miles long. (Coral is made of the skeletons of millions of tiny sea animals.) Scientists are not the only people who visit the reef. Tourists also come to see it.

A few scientists study the deserts of Australia. It is the driest continent on Earth. A range of mountains and highlands called the Great Dividing Range rises near the eastern edge of the coastline. These mountains act as a barrier to rains coming from the east.

Koalas are among the many unusual animals found in Australia.



Melanesia. A group of islands known as Melanesia lies north and east of Australia. The largest island in the group is New Guinea. The western half of New Guinea is part of Indonesia. The eastern half is an independent nation called Papua New Guinea.

Many of the islands of Melanesia were formed when a volcano deep in the ocean erupted. Some, like New Guinea, still have active volcanoes. Scientists study these volcanoes. They also study the many earthquakes that rock the region.

The islands of Melanesia have not only volcanoes. They also have lowlands covered by thick rain forests. These rain forests are rich in resources. They contain

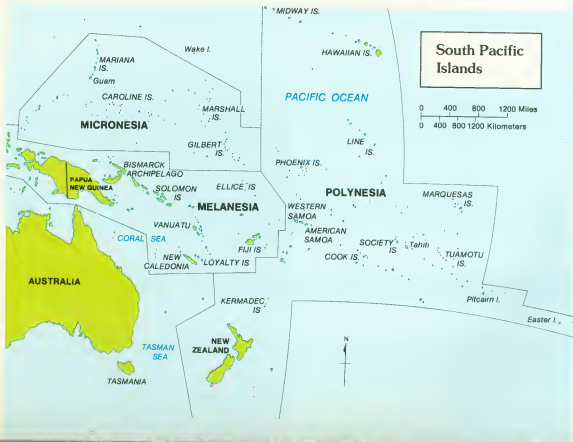
many valuable plants and trees. Medicines are made from some of the plants. The wood is used to make fine furniture.

A few islands also have minerals. For example, New Caledonia produces one third of the world's nickel. The Solomon Islands have large deposits of copper. Fiji has some gold and manganese.

Micronesia. North of Melanesia are hundreds of tiny islands. They are known as Micronesia. The word means "small islands." The largest island in Micronesia is Guam. It is only about 30 miles (48 kilometers) long.

Many islands in Micronesia are **atolls**. An atoll is a coral reef that surrounds a

What is the largest island in Polynesia? What is the largest island in Melanesia? Name two groups of islands in Micronesia.





Hawaii's Mt. Kilauea erupts frequently. Visitors from all over the world come to watch the spectacle from roped-off ledges around the crater.

large lake or lagoon. The atolls of Micronesia have very little drinking water or resources. Still they are among the most beautiful places in the world.

Polynesia. Polynesia means "many islands." These islands are scattered across the central Pacific. They stretch from Midway Island in the north to New Zealand in the south, a distance of over 5,000 miles (8,000 kilometers). New Zealand lies the farthest west. Easter Island lies the farthest east. The two are about 4,000 miles (6,400 kilometers) apart.

The islands of Polynesia are like those of both Melanesia and Micronesia. Some, like the Hawaiian Islands and New Zealand, were formed by volcanoes. Others are atolls.

Polynesia has few rain forests. Many islands there are famous for sparkling white beaches that overlook clear waters. Gentle ocean breezes keep temperatures mild all year long.

People of the South Pacific

People have been living in the South Pacific for thousands of years. Many scientists think the first settlers came from Asia. They may have used rafts or dug-outs to reach the islands, or they may have traveled by land. Some scientists believe that long ago the islands were connected to Asia by a bridge.

Over the centuries, the islanders were cut off from one another and from the mainland by the ocean. As a result, people in one group of islands had little contact

with those who lived in other parts of the South Pacific. Each developed a unique way of life.

The term used to describe the early inhabitants of a place is **aborigine**. The word *aborigine* comes from a Latin word meaning "from the beginning." Today most people use the term to describe the early inhabitants of Australia.

The aborigines of Australia did not farm. Instead, they got their food by hunting wild animals and gathering plants. The aborigines traveled from place to place in search of food.

Most of the other people in the South Pacific lived in small villages. They grew some of their food. They fished for much of the rest. Over the years, they became

Many South Pacific islanders live in simple homes surrounded by towering trees.



expert sailors. With stick maps and the stars to guide them, they would visit islands hundreds of miles away and then return home. For the most part, however, the islanders rarely saw outsiders. Visits between islands were special occasions.

Then, beginning in the 1500's, European traders and explorers began arriving in the region. At first, they used the islands as a stopping place on the way to Asia or the Americas. Later many Europeans and Americans settled on the larger islands. They planted sugar cane and cotton. They dried coconut and sold it to factories in distant parts of the world. There it was used to make soap and shampoo.

To help with the work, the Europeans and the Americans brought workers from India, China, and Japan to the islands. They too settled in the South Pacific. Today Fiji has more Indians than Fijians. Hawaii has more people from China and Japan than native Hawaiians.

Oceania is still a part of the world that attracts many outsiders. In the next two sections, you will see why.

To Help You Remember

1. Name at least two things that attract scientists to each of the following South Pacific lands: (a) Antarctica, (b) Australia, (c) Melanesia.
2. (a) Which group of South Pacific islands has many atolls? (b) Describe the islands of Polynesia.
3. Why did many different ways of life develop in the South Pacific?
4. (a) Who were the first outsiders to come to the region? (b) Why did they bring workers from Asia to the islands?

Australia

In 1770, James Cook, a British explorer, landed on the east coast of Australia and claimed the land for Great Britain. For many years after that, only a few people came to Australia willingly. It was too far from Europe to attract many outsiders.

Land of Opportunity

The first settlers were prisoners from Great Britain. They were not asked whether they wanted to come. Moving to Australia was part of their punishment. In time, they were joined by more willing settlers. These newcomers hoped to find adventure and a better life in Australia.

Like the settlement of the United States, much of Australia's history deals with the push west. There was, however, one great difference. In their drive westward, the Australians found no rich river valleys or fertile plains. Instead, they found only the dry empty land they called the **outback**.

The outback was unlike any place the early settlers had ever seen. For months, even years, there would be no rain at all. Then suddenly the skies would open up. Within hours, rivers overflowed their banks, and dry lake beds were filled to the brim. Yet only a few days later the land would be as dry as ever.

Few settlers were willing to risk life in such a harsh land. Then gold was discovered there in 1852. Thousands flocked to the outback of Australia to make their fortunes. Between 1852 and 1860, the population more than doubled. Many stayed even after the gold rush was over.



Today Australia is one of the world's leading producers of sheep and wool.

They raised sheep and cattle on the dry outback. They planted wheat in sections that got a little more rain.

As the country grew, many Australians began to call for independence. The British government did not resist. In 1898, the people of Australia and the British Parliament approved a constitution. Three years later, in 1901, Australia became an independent nation. However, it still has close ties to Great Britain.

Those ties led Australia to join the Allies during World War I and World War II. After the wars, many Europeans left their war-torn lands and moved to Australia. In recent years, people from Southeast Asia have also settled in Australia. They too have fled war-torn lands. Australians have welcomed these newcomers. The country needs people to develop its resources.



Sydney-siders enjoy a sunny afternoon listening to a concert.

The aborigines have not benefited from their country's growth. Many lost their lands to European settlers. They were then forced to live in special areas set aside for them. Thousands died from diseases early settlers unknowingly brought. At the same time, the government of Australia tried to force the aborigines to give up their way of life. Today, however, the aborigines have more say in controlling their future. Some still live much as their ancestors did. Others are becoming part of modern Australia.

Australia Today

Australia is a wealthy nation today. Most of that wealth comes from the country's farms, mines, and ranches. Yet about 90 percent of all Australians live in cities along the east coast.

Living in the Cities. Sydney is Australia's oldest and largest city. A look at Sydney tells much about city life in Australia.

The people who live in Sydney are called *Sydney-siders*. Many are of British ancestry. There are also a large number of people from other European countries. Some aborigines live in the city as well.

Many people have come to Sydney to take jobs in the city's factories. Those factories turn out automobiles, clothing, and food products. Sydney is also Australia's busiest port. Almost everyone in Sydney has a comfortable way of life. The city has few run-down buildings or slums.

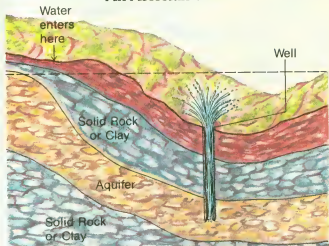
Many Sydney-siders live in the suburbs. These are communities that lie outside the city. Australian suburbs look much like those found in the United States. There are peaceful, tree-lined streets with many houses, schools, and shopping centers. Other Sydney-siders live in modern apartment houses in the center of the city.

The climate is so mild that people can enjoy sports like soccer and cricket all year long. (Cricket is a British game somewhat like baseball.) Others enjoy water sports like sailing, surfing, swimming, and waterskiing. People who are not interested in sports take advantage of the city's cultural activities. Many are held at Sydney's famous Opera House.

Living in the Outback. Life in the dry outback is quite different from life in the city. Today a few, hardy Australians make their homes there. For them, life is a constant struggle against a harsh land.

Australians who live in the outback have learned to survive in a dry land.

An Artesian Well



Find the aquifer in the drawing. What does it contain? What lies above it?

They have learned to benefit from a layer of earth that lies beneath the surface of much of the outback. That layer of earth is called an **aquifer**. An aquifer contains water that is trapped by the rock and clay that lie above it. When a well is drilled through the rock, pressure forces the water up into the well.

Australia's aquifer is known as the Great Artesian Basin. It covers 670,000 square miles (1,742,000 square kilometers), making it the largest aquifer in the world. Today it is dotted with over 2,500 wells. Much of the water cannot be used for people to drink or even irrigate their crops. It is too salty. It can, however, be used as drinking water for cattle and sheep.

Today, thanks to the Great Artesian Basin, Australia is the world's largest exporter of wool. It also sells beef to countries throughout the world.

In the 1800's, gold was the only mineral Australians mined. Today miners dig for iron ore, coal, lead, zinc, and bauxite. Australia also has a large supply of coal and uranium. Uranium is used to make atomic energy.

Life in the outback is often difficult. There are few towns. Those that exist are usually no more than several wooden or metal buildings along a dusty road. Each house has its own tank to collect and store water. There are few trees, no lawns, and only a handful of public buildings.

Few towns have schools. Most children in the outback learn their lessons by listening to the radio. Lessons are broadcast each day. Students mail their homework to teachers hundreds of miles away.

Many who live in the outback love the freedom and the wide open spaces. They also value the opportunity to grow rich. Some plan to work hard in a mine or on a ranch and then move back to a coastal city. Others remain in the outback for their entire lives.

To Help You Remember

- (a) How was the settlement of Australia like the settlement of the United States? (b) How was it different?
- (a) Why did more people begin coming to the outback during the 1850's? (b) Why do many people continue to come today?
- (a) What happened to the aborigines when European settlers arrived? (b) How has life improved for the aborigines in recent years?
- How is life in the outback different from life in the city?

Study Help

Reading a Land Use Map

The map below shows how Australians make use of their land. Use the map to answer the following questions:

- (a) What mineral resources are found in Australia? (b) Where are they located?
- (a) What parts of Australia are centers of manufacturing and industry? (b) What parts of Australia are used for commercial farming and stock raising?
- (a) In what part of Australia is there little or no activity? (b) Look at the elevation map on page 507. What does this map tell you that helps explain why little use is made of this part of Australia?



Island Nations

New Zealand and Papua New Guinea are two of the largest island nations in the South Pacific. They are alike only in that both are made up of many islands. Land, climate, and ways of life differ sharply. Those differences suggest some of the variety among the islands of the South Pacific.

New Zealand

The islands of New Zealand are 1,200 miles (1,920 kilometers) southeast of Australia. The country is made up of two large islands—North Island and South Island—and several dozen smaller islands. New Zealand, like Australia, was once a part of the British Empire. It became independent in 1907. Like Australia, it has close ties with Great Britain.

New Zealand is not nearly as dry as Australia. It is a land of snow-capped mountains, green valleys, and white, sandy beaches. There are dozens of lakes and many waterfalls. The climate is moist and mild much like that of the northwest coast of the United States.

Most New Zealanders speak English. They are descendants of British settlers. Others are more recent arrivals from Great Britain and other countries.

The original settlers are known as the Maori (mou'ar ē). According to a legend, they came to New Zealand from another part of Polynesia over a thousand years ago. Before the Europeans came to the island, the Maori lived mainly by farming and fishing.



The beautiful high peaks of New Zealand attract many mountain climbers.



These Maori children are playing a popular ball game.

Today the Maori make up about eight percent of New Zealand's population. Yet they take an active role in every part of life in their country. The Maori have had their own representatives in New Zealand's legislature since 1867.

Over 80 percent of all New Zealanders live in cities. The largest city is Auckland located on a narrow stretch of land on North Island. Auckland is also New Zealand's industrial center. Its many factories produce chemicals, paper, plastics, and textiles. In some factories, workers also process dairy products and wool.

The land and climate of New Zealand are perfect for raising livestock. As a result, New Zealand is one of the world's

leading exporters of butter, meat, cheese, and wool. Two other important industries are timber and fishing.

Like Australia, New Zealand is a very prosperous country. In recent years, it has tried to help nations that are not as well off. Many of the smaller South Pacific islands have fewer resources than New Zealand. So making a living on these islands is far more difficult than it is on New Zealand.

Papua New Guinea

Papua New Guinea is one of the countries that New Zealanders have helped in recent years. It is made up of the eastern half of the island of New Guinea as well as several smaller islands. For many years, these islands were ruled first by the Germans and then later the British. In time, the Australians took control of the islands. Papua New Guinea did not become an independent nation until 1975.

Papua New Guinea faces many challenges. Much of its land is covered by tall mountains or thick rain forests. A rain forest looks as if it would be a good place to farm. It is not. The rains wash away the minerals that keep soil rich.

The rugged mountains and thick rain forests also make travel difficult. In fact, travel is so hard that until recently some groups on the island of New Guinea knew nothing of villages only a few miles away. This isolation has resulted in the saying, "For each village, a different culture." It applies to language as well. Over 600 languages are spoken in the country.

Still the leaders of Papua New Guinea are hopeful they will be able to unite the



In many parts of Papua New Guinea, market day is a time when women from different villages come together to exchange news.

country. They are building roads and schools. They are also opening new jobs. The country has many mineral resources. Those resources include copper, gold, silver, and timber. Workers are also drilling for oil and gas in the waters surrounding the nation.

Most people in Papua New Guinea are farmers. Some grow only enough for their own use. Others sell part of their harvest. A few work on large plantations owned by people from Europe. Since independence, the government has been buying these plantations and selling the land to islanders. In time, it hopes that all of the country's land will be in the hands of those who live there.

Like other nations in the South Pacific, Papua New Guinea is no longer isolated. It is linked to other lands in a variety of

ways. Its people trade with countries around the world. Wars in distant lands also make a difference to the people there. When the Germans lost World War I, the country became a British colony. During World War II, the Japanese conquered it. The days when any part of the world was cut off from another are over.

To Help You Remember

1. (a) Describe the land and climate of New Zealand. (b) Why is the country a leading exporter of butter, meat, cheese, and wool?
2. (a) Who were the original settlers of New Zealand? (b) Describe their role in the country today.
3. (a) When did Papua New Guinea become independent? (b) Describe two challenges the new nation faces.

Chapter Review

Words to Know

1. What is an *atoll*?
2. (a) *Aborigine* means _____. (b) Today most people use the term to describe _____.
3. The Australian *outback* is a (a) dry, empty land, (b) fertile plain.
4. What valuable resource does Australia's *aquifer* contain?

Reviewing Main Ideas

Answer the following questions. The page numbers tell you where to look.

- I. Land and People (pages 506–510)
 1. (a) Name two reasons that scientists come to Antarctica.
(b) Why do many scientists think that Antarctica will become more important in the future?
 2. Why does Australia have many plants and animals that are found nowhere else on Earth?
 3. What is the Great Barrier Reef?
 4. How does the Great Dividing Range affect Australia?
 5. How were many of the islands of Melanesia formed?
 6. (a) Describe the atolls of Micronesia.
(b) What two kinds of islands are found in Polynesia?
 7. Why did many unique ways of life develop in the South Pacific?
 8. How did the aborigines of Australia differ from other early inhabitants?
- II. Australia (pages 511–513)
 1. (a) What event attracted settlers to the outback in the early 1850's?
(b) What does Australia's wealth come from today?

2. How do Australians make a living (a) in cities along the eastern coast? (b) in the outback?

III. Island Nations (pages 515–517)

1. How has the land and climate of New Zealand helped to make the country prosperous?
2. (a) Why have so many different cultures developed on Papua New Guinea?
(b) Name two ways the leaders of Papua New Guinea are working to unite their people.

In Your Own Words

Write a paragraph about one of the following topics.

Australia: Land of Opportunity
New Zealand: A Prosperous Country
Papua New Guinea: A Young Nation

Challenge!

The figures below tell the gross national products for Australia, New Zealand, and Papua New Guinea for 1980 and 1985. The figures are in billions of dollars. Use the information to make a line graph. Then complete the following exercise.

	1980	1985
Australia	140.3	146
New Zealand	24	27.3
Papua New Guinea	2	2.7

1. Rank the countries according to their gross national product for 1985.
2. Based on the graph, what general trend do you see?
3. Make a prediction about what the figures for 1990 will be.

Unit Review

Take Another Look

1. (a) Which country in East Asia has strongly influenced life throughout the entire region? (b) Describe three ways East Asians are alike yet different.
2. (a) On what island is the Republic of China located? (b) What kind of government does the People's Republic of China have?
3. How is a Japanese factory different from one in the United States or Europe?
4. (a) How are the governments of North Korea and the People's Republic of China alike? (b) How does the government of South Korea encourage the growth of factories?
5. (a) Why is South Asia also called the Indian subcontinent? (b) Where do the peninsulas and islands of Southeast Asia lie?
6. What civilizations influenced life in South and Southeast Asia?
7. (a) Why is the South Pacific often called Oceania? (b) Name the two continents that lie there. (c) How are they different?
8. (a) Name the three groups of islands that lie in the South Pacific. (b) In what way is each group of islands unique?
9. (a) Name at least one way that New Zealand and Australia are alike. (b) Name one way they are different.
10. How are South Pacific nations now linked to other lands?

You and Current Events

The United States trades with the many nations of Asia. Americans also trade with Australia and the island nations in the South Pacific. Trade makes a great variety of products available to Americans. Make a list of all the products you use every day that come from Asia, Australia, and the South Pacific. Identify what country each item comes from. How would your life be different without those products? Find out what products the United States exports to countries in Asia and the South Pacific. How do you think those products affect the lives of people in those countries?

Trade gives people the opportunity to exchange products. Through trade, ideas and culture are also exchanged. Look for articles in newspapers and magazines that tell about the art, music, crafts, and literature of one of the countries you read about in this unit. Look too for opportunities to see performances of music or dance or displays showing crafts and art work of the people of that country.





Unit Eleven

The World Today: The Western Hemisphere

Long ago, the continents of North and South America were isolated from other parts of the world. Today they are linked to other continents in many different ways. A number of those links are cultural. The ancestors of the people living in the Western Hemisphere today came from countries around the world. They brought with them the customs and traditions of their homelands.



South America

To the east of Asia and the west of Africa lies the continent of South America. Long ago, Spain and Portugal built great empires there. So the people of South America speak mainly Spanish and Portuguese. Both languages come from Latin, which was spoken in Southern Europe over 2,000 years ago. For this reason, South America is often referred to as Latin America. So is the southern part of North America. There Spanish is the main language.

In the early 1800's, South Americans began their struggle for freedom. By 1830, much of the continent was divided into independent nations. Once they were free, however, South Americans discovered that independence did not necessarily bring freedom. Many people found that their lives had changed very little since colonial days. Rich landowners were in control. Few others had land or a say in government.

As a result, throughout the 1900's, the people of South America have been struggling for political freedom and economic opportunity. That struggle shapes life throughout the continent.

As You Read

This chapter is divided into four parts. As you read, look for ways the struggle for freedom has affected life in South America.

- Land and People
- Argentina
- Peru
- Brazil

Land and People

Steep mountains and broad river valleys cover much of South America. Beneath that land lies rich deposits of minerals. Long ago, some Indian groups used that wealth to show off the greatness of their empires. Later, the continent's wealth drew newcomers from Europe. Both the land and the people shaped life in South America.

The Land of South America

If you were to fly over South America along the equator, two features would stand out. One would be the towering snow-capped peaks of the Andes Mountains. The other would be the lush thick greenery of the Amazon River Valley.

The Andes. From north to south, the Andes stretch for 4,750 miles (7,640 kilometers) along South America's western coast. Nowhere else on earth is there a mountain range as long.

The Andes contain some of the most rugged land in the Western Hemisphere. In Peru, mountain peaks rise to over 20,000 feet (6,100 meters). There, howling winds sweep across snow-covered summits. Earthquakes sometimes shake parts of the Andes. Some mountains there are volcanoes. They erupt with little warning.

For centuries the Andes have been important for their ores. Indeed the name *Andes* is said to come from an Indian word for copper. The Inca, and later the Spaniards, mined copper, gold, and silver. The mountains also contain tin, lead, iron, platinum, and quicksilver.

Wedged between these rugged mountains are many small valleys. Since ancient times, Indians have grazed their llamas and alpaca in these valleys and raised their crops on hillsides nearby.

Fewer people lived along the narrow coast that lies west of the mountains. In Peru and northern Chile a great desert lies along that coast. It is called the Atacama Desert and it is the driest desert in the world. Only in central Chile is the land along the coast rich enough for farming.

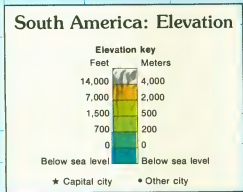
River Basins. East of the Andes, rivers branch out in all directions across South America. The largest of these rivers is the Amazon. It carries more water than any other river in the world. The Amazon has over 200 **tributaries**. A tributary is a river that flows into a larger river.

A basin is the land drained by a river and its tributaries. The Amazon River Basin covers a third of Brazil as well as parts of Venezuela, Colombia, Peru, Bolivia, and Ecuador. Much of that land is a rain forest, the largest rain forest in the world. Over 3,000 kinds of plants grow there.

North of the Amazon is the Orinoco River. It drains a grassy plain called the *Llanos*. The *Llanos* is Venezuela's most important cattle-raising region.

South of the Amazon River lies the Río de la Plata. Its name means river of silver. The land drained by that river is also a plain but one covered with straggly,

Locate the Amazon River. Where is its source? Its mouth? ►



low-growing bushes. These plains are known as the *Gran Chaco*.

In contrast to the Gran Chaco, the *Pampas* farther south is a fertile grassland. In the drier parts, Argentine cowboys, called *gauchos*, tend cattle. Where there is more rain, fields of wheat and corn stretch for as far as the eye can see.

The Eastern Highlands. East of the plains, the land rises once again. These highlands are lower than the Andes.

The Guiana Highlands in the north are mostly covered by tropical rain forests. Further south the rain forests give way to the rolling hills of the Brazilian Highlands. Some of the continent's richest mines and most productive farms and ranches are located there.

In Argentina, the highlands are a cold, windswept plateau called *Patagonia*. Like the Russian steppe, it is covered with grass. At first, it was used for sheep herding. Now Argentina profits from the oil, coal, and other minerals that lie beneath its surface.

The People of South America

The history of South America is a familiar one. A similar sequence of events occurred in Africa and other parts of the world. For many thousands of years, South America was home only to many Indian groups, each with its own culture. These people traded with one another but had no contact with people on other continents. Then, beginning in 1492, Europeans arrived. As they conquered one group after another, they took control of the land and made it their own. Even today,

the legacy of colonial rule affects life on every part of the continent.

Indian Groups. The first people to make their home in South America were Indian groups. Some, like the Inca of Peru, lived high in the Andes Mountains. There they built great cities. Others lived in small farming villages high in the mountains. Still others made their homes in the forests. They cleared fields for farming. They also hunted and gathered food. A number of groups hunted on the grassy plains of South America. Few Indians lived along the coasts. Newcomers from Europe and Africa were the first to settle there.

The Spanish. The first Spanish settlements in the Western Hemisphere were on the islands in the Caribbean Sea. By 1521, the Spanish had conquered Mexico on the mainland of North America. There they found gold and silver. These treasures encouraged the Spaniards to explore South America as well.








In 1531, Francisco Pizarro landed on the coast of Peru with a small army. He had come to conquer the Inca Empire. Although the Inca fought bravely for years, in the end they lost their empire to Spain.

In time, the Spanish conquered other parts of South America as well. They took over the gold and silver mines of the Inca. Wherever there was no gold or silver, they turned to farming. Spain's rulers gave huge pieces of land to generals and government officials. Some of these landowners rented small plots of land to Indian

Name four minerals mined along the Pacific coast of South America today. ►

South America: Land Use

- Manufacturing
- Commercial farming and stock raising
- Stock raising
- Forestry
- Farming mostly for family use
- Hunting, fishing, and gathering
- Commercial fishing
- Little or no activity

- | | |
|---|---|
|  Coal |  Diamonds |
|  Iron |  Hydroelectric power |
|  Petroleum |  Tin |
|  Natural gas |  Lead |
|  Copper |  Zinc |
|  Bauxite |  Uranium |
|  Gold |  Tungsten |
|  Silver | |



farmers. Others raised cattle and sheep on their land. Still others farmed their land using the Indians as workers.

Huge treasure ships loaded with gold and silver made their way from South America to Spain each year. Later, other ships carried sugar, cotton, hides, tallow, and other goods.

In time, a new culture developed in South America. The most important people on the continent were government officials from Spain. Next in importance were Spaniards born in South America. They were known as creoles. Although many were rich, they could not take part in the government.

The third group were the mestizos. They were people who had both Spanish and Indian ancestors. Most worked on large estates or as artisans in the cities.

Cuzco, once the Inca capital, has many Spanish, colonial-style buildings.



The Indians were the poorest and the least powerful people in Spanish South America. Although they were in the majority in many countries, they were little more than slaves. Although some would rebel from time to time, their handmade weapons were no match for Spanish guns and cannon.

The gap between rich and poor set in colonial days is still a part of life in Spanish South America. So is the idea that the best way to get rich is by selling minerals and other resources. There were few mills, factories, or other industries in Spanish South America.

The Portuguese in Brazil. The eastern part of South America belonged to Brazil. In 1500, a Portuguese sea captain named Pedro Cabral landed briefly on the coast of Brazil and claimed it for his country. As a result, the Portuguese, not the Spanish, ruled what is today the largest country in South America.

The Portuguese organized their colony in much the same way the Spanish did. There too a few wealthy families owned all of the land. They used that land to grow sugar. At first, they tried to force the Indians to work on their estates. However, many of Brazil's Indians were hunters and gatherers. They could not be forced to settle in one place. Portuguese landowners then turned to Africa for workers. They brought in thousands of Africans to replace the Indians.

Even today most people who live along the coast of Brazil are of African or European descent. Indians still live mainly inland.

To Help You Remember

1. How do South Americans use the Andes Mountains?
2. Describe the land two South American rivers drain.
3. How do people use the resources of the Brazilian Highlands today?
4. (a) In what parts of South America did the Indians live? (b) The Spanish?
5. Describe the new way of life that developed in Spanish South America.
6. (a) Where did the Portuguese settle? (b) Why did they bring Africans to their colony?

Study Help

Making an Outline

You have just read some of the ways land and people have shaped life in South America. An outline can help you organize this information. Copy the outline shown below. Under each subheading, write three details that describe that heading. Some of the information has been filled in for you.

I. Land and People

A. The Land of South America

1. The Andes

- a. The Andes are a mountain range that lies along the west coast of South America.

- b. _____
- c. _____

2. River Basins

- a. _____
- b. In Venezuela, the Orinoco River drains a grassy plain known as the Llanos.

- c. _____

3. The Eastern Highlands

- a. _____
- b. _____
- c. In Argentina, the highlands are a cold, windswept plateau called Patagonia.

Continue the outline with the headings and subheadings from the second part of this section, *The People of South America*. As you read the rest of the chapter, add to the outline.

Argentina

Argentina occupies much of the southern third of South America. It is a land of great wealth and beauty. However, as in other parts of South America, that wealth is not divided equally among the people.

After Independence

Argentina declared its independence from Spain in 1816. The years that followed were stormy ones for Argentines. They could not agree on a government. Wealthy landowners wanted to rule the country. Others protested. They wanted to have a say in government too. Some favored democracy. Others thought that democratic governments were weak. They wanted Argentina to be strong.

Finally, in 1829, a dictator took charge of the country. He was not forced out of office until 1852. The following year the people of Argentina adopted their first constitution. Soon after, other changes took place as well. Each helped shape modern Argentina.

Large cattle ranches on the Pampas produce most of Argentina's beef.



One change was brought about by an American invention—barbed wire. With it, farmers on the Pampas could at last protect their crops from wandering cattle. Soon Argentines were planting wheat and other grains. Much of it was shipped to Britain, Argentina's best customer.

The second invention was the refrigerator ship. For years, Argentina exported only hides, tallow, and dried or salted beef. It had no way of shipping fresh meat. Then in 1877, the first refrigerator ship arrived in Buenos Aires, the capital of Argentina. In the years that followed, hundreds of other ships docked there. They carried beef to Britain.

Ranching boomed as never before. Most of those ranches were located near Buenos Aires and other towns on the Río de la Plata. Then British investors began building railroads. With railroads, ranches could be started farther inland.

Years of Promise

By the end of the 1800's, Argentina was a wealthy nation. It produced more grain than any other country in the world. It exported beef and other meat to countries all over the world. A fine system of railroads carried products from the interior to the coast.

Argentina's prosperity attracted many European immigrants. These immigrants brought business, banking, and farming skills to the country. They also helped create an interest in Spanish literature, Italian opera, and Russian ballet.

During these years, democratic ideas became more and more important to Argentines. The growing middle class began to push for free elections. By 1912, all men over the age of 18 had the right to vote in free and secret elections.

Yet Argentina's peace and prosperity hid a number of serious problems. For many years, the country's leaders tried to ignore those problems. By the early 1900's, it was becoming harder to do so.

Most of the land in Argentina was still owned by a few wealthy families. They benefited from the booming market for wheat and cattle. Foreigners owned almost all of the country's mines, factories, and other industries. They too benefited from the country's prosperity. The country's growing middle class did not gain much from that prosperity. Poorly paid farm workers and factory workers gained even less.

As long as the price of beef and wheat was high, the gap between the rich and poor did not become a crisis. Then in the 1920's, the price of wheat and beef dropped sharply on world markets. Wealthy landowners and other business people cut back on their expenses. They laid off workers or cut wages. The people who had the least money suffered most. The entire country was in trouble. Argentina had to borrow money to survive.

Toward Democracy

In 1930, a military **junta** took over the government. A junta is a small group of people who rule a country. For the next 28 years, there were no free elections. During those years, an army officer named Juan



Textile manufacturing has become an important industry in Argentina.

Perón became Minister of Labor and Welfare. Unlike other members of the military government, he turned his attention to the problems of Argentina's poor people.

In 1946, Perón made himself president. He ruled Argentina until 1955. During those years, Perón's government took control of most of Argentina's industries. It also built many schools and parks. Perón's wife, Eva Duarte, supported his work. She set up orphanages and food centers for the poor.

Not everyone admired the Peróns. Many did not want the government in charge of the economy. Others claimed Perón was a dictator. They also accused him of stealing money from the government. Still others claimed he did not really care about the poor. He was only using them to enrich himself.

In 1955, the army staged a **coup** to drive Perón out of office. In a coup, a group of people suddenly take control of the government. After the coup, Perón fled to

Spain. For the next 20 years, governments came and went with alarming speed. No one seemed able to solve the country's problems.

In 1973, the government allowed Perón to return to Argentina. He served as president for nearly a year before he died. After his death, his wife, Isabel Perón, became president.

Isabel Perón was not any more successful than her husband in solving the nation's problems. In 1976, she too was forced from office. Argentina was then governed by a military junta.

To silence opposition, members of the junta began a reign of terror. They jailed, tortured, and sometimes killed any person they thought was a threat to their power. Thousands vanished without a trace.

By 1983, Argentines had had enough. Elections were held once again, and a civilian was chosen as president. Many

Argentines are pleased to have an elected president again. Many wonder whether the new government will be able to solve the country's problems. Only time will tell.

To Help You Remember

1. Why were Argentina's early years as a nation stormy ones?
2. (a) How did barbed wire help the farmers of the Pampas? (b) What effect did refrigerator ships have on ranching? (c) Railroads?
3. (a) Why were the late 1800's years of promise for Argentina? (b) What problems were not addressed during those years?
4. (a) Why did some favor Juan Perón? (b) Why did others oppose him?
5. What problems did Perón and other leaders fail to solve?

Peru

In 1500, Peru was part of the great Inca Empire. It stretched from what is now southern Colombia in the north to central Chile in the south. Within that empire, people spoke the same language, obeyed the same laws, and dressed in the same styles. The European conquest of Peru put an end to such unity. It divided the country between people of Spanish and Indian ancestry.

Divisions

Peru won its independence from Spain in 1826. The following year, Peruvians

adopted a constitution that called for a democratic republic.

In fact, the country was not a democracy. It was controlled by a small group of landowners. They were the descendants of the Spanish conquerors. They owned the most fertile land in the country. Some also started businesses in Peru. In many cases, they looked to foreign investors for the money to set up these businesses. As a result, Europeans and Americans also had much power in Peru.

Indians and mestizos did almost all of the hard work in the country but they had

little chance to get ahead. Most could not afford to buy land. Few could even afford to send their children to school.

Wealth and power were not the only factors that separated the two groups. Geography also played an important role. The descendants of Europeans lived mostly in Lima and other cities along the coast. So did many mestizos.

Most Indians lived in the Andes highlands much as their ancestors had. Some worked in fields owned by wealthy Spaniards. The rest made their home in less fertile valleys high in the Andes. By the 1960's however, many Indians were leaving the highlands. Some went to cities along the coast looking for work. Many were handicapped by their lack of schooling and their inability to speak Spanish.

The Revolution

By the 1960's, many people in Peru were concerned about their country's future. They did not like the fact that so many American and European companies controlled key resources. They did not like the way land was divided in the country either. To many it seemed that the rich got richer as the poor got poorer.

In 1968, the army took control of Peru. The generals who led the revolution wanted to remove foreign control and divide land more fairly. One of the first laws the new government passed concerned land ownership. The new law allowed the government to take over many of the country's largest farms and ranches. These lands were turned into cooperatives. A cooperative is a farm or other business owned and operated by a



Lima, the capital of Peru, has a central square like many cities in Spain.

group of people. They share both the cost of doing business and the profits.

Other laws gave the government control of many foreign-owned factories, mines, and other businesses. The military government did not intend to keep control of these companies. Instead, it hoped that wealthy Peruvians would buy them. The rich, however, were reluctant to do so. They feared the government would keep control. As a result, the government found itself running a variety of companies with little or no money to do so. In many cases, it could not even raise the money necessary to pay the original owners. The country's debts grew alarmingly.

During these years, the government paid little attention to farmers. Instead it focused on the problems of city workers. One way the government tried to help those workers was by keeping farm prices



Many farmers in Peru still work small fields high in the Andes Mountains.

low so that they could afford food. In the meantime, farmers suffered. They could not get enough money for their crops to meet their own expenses.

By the middle of the 1970's, the government was being criticized by almost everyone. The country's economy was in serious trouble.

A Return to Civilian Rule

In 1980, elections were held for the first time in many years. The new government was not run by the army but by civilians.

Brazil

Brazil is the largest country in South America. It has many natural resources. In the past those resources were not always used wisely. Today Brazilians are trying to make better use of their country's wealth.

Its first goal was to solve the country's economic problems. To reach that goal it had to cut back on costs. So it refused to increase wages for workers. When workers protested, the government stood firm. It ordered the army to open fire on protesters. The government also tried to undo some of the reforms of the 1970's. It began to break up the cooperatives. It also tried to sell off state-owned industries.

The next five years were stormy ones. For some people the government was doing too little too late. Others wanted to keep the gains made in the 1970's. Still others applauded the return of private businesses. Yet, despite protests, violence, and even bombings, elections were held again in 1985. Once again, the people of Peru elected a civilian president.

To Help You Remember

1. How are the lives of the descendants of the Spanish conquerors different from those of the Indians and mestizos?
2. (a) What changes took place in Peru after the army seized power in 1968?
(b) Why did those changes take place?
3. (a) What changes were made by Peru's new civilian government in 1980?
(b) Why did those changes take place?

Boom to Bust

Economists are people who study a country's economy. They look at the way people use their resources. Economists say that in the past Brazil has taken a **boom and bust** approach to its resources. By

that they mean that people see a possibility of making a fortune by developing a resource. So they produce as much as possible. At first, everyone profits. Then, profits decline and a depression begins. In a depression, businesses close and many people lose their jobs.

A good example of a boom and bust cycle took place in 1700, when gold and diamonds were discovered in Brazil. Fortune seekers from all over the world poured into the country. Many got rich overnight. By 1800, however, most of the riches were gone and the boom ended.

Crops like coffee, rubber, and cacao have also had boom and bust cycles in Brazil. In each case, some other country found a way to grow the crop more cheaply than Brazil could and the boom ended.

Building Industry

By the 1900's, many leaders in Brazil were looking for a way to stop the boom and bust cycle. They thought that the best solution was to turn Brazil into an industrial country. In this way, Brazilians would not have to depend on a single crop or resource. One such leader who felt this way was Getulio Vargas. He ran the country first as president and then as dictator from 1930 to 1946.

Vargas saw to it that dams were built on Brazil's rivers to provide power for industry. He also encouraged Brazilian companies to mine for iron ore and make steel. New railroads speeded the movement of ores from mines to factories on the coast. Soon motor vehicles were being produced on Brazilian assembly lines.

A push for a more democratic government led to Vargas's resignation in 1946. Yet Brazil's industrial development continued. Factories that turned out metals, chemicals, plastics, and electrical goods sprang up in many parts of the country. Brazil was becoming industrialized.

The fastest growing city was São Paulo. It became the industrial heart of Brazil. Its factories make half of Brazil's textiles, chemicals, and medicines. São Paulo also produces over three fourths of the country's electrical materials and machinery.

Industry, however, has also brought problems to São Paulo and other industrial cities. There is not enough housing or jobs for all of the people who pour into these cities. Many are forced to live on the streets. There they beg for a living. Such conditions have led some to question the success of industrialization.

The manufacture of electrical equipment is one of São Paulo's many growing industries.



Into New Lands

Brazilians do not see industry as the only solution to their problems. Another lies in the untapped resources in the center of the country. In 1960, the government moved the capital of Brazil from Rio de Janeiro on the coast to Brasília further inland. The government hoped that the new capital would attract people to the interior.

To link Brasília with other cities, the government began huge road-building projects. Some linked Brasília to other parts of the country. Other new roads encouraged settlement of yet another part of the country where Brazil hopes to find wealth. It is in the rain forest that covers the Amazon Basin. The country's largest project was a highway across the basin. It was linked with a road Peru built across the Andes.

As Brazil's roads pushed into unsettled regions, many new riches were discovered—diamonds for industrial use, gold, iron ore, manganese, tin, copper, lead, and zinc. Brazilian leaders hope this mineral wealth will help them solve the country's many problems.

The Role of Government

Even as Brazil was becoming more and more industrial, many were hoping it would also become more democratic. Yet the few attempts at a democratic government were not long-lasting. For example, Vargas was forced out of office in 1945. By 1951, he was ruling the country again.

Beginning in 1964, army officers controlled the country. These juntas allowed no opposition. Thousands of people were

jailed because they were suspected of wanting to overthrow the government.

Under these military governments, Brazil's economy once again relied more on goods for export than for home use. The country had to import food to feed its people. Brazil's debts soared as the country imported more and more food.

Brazil owed so much money by the 1980's that it had to borrow money just to meet payments on its debts. By 1984, it had the highest debt in Latin America (followed by Mexico and Argentina).

A New Beginning

Unable to solve the country's problems, the junta decided to allow free elections. In 1985, Brazilians elected a civilian president. However, he died before he could take office. His successor vowed to reform the government so that more people could take part. He also pledged to decrease the rising debts. Brazilians look at this government as a new beginning. They hope it will help all citizens share in the great riches of the country.

To Help You Remember

1. What is a boom and bust cycle?
2. What did Vargas do to stop the boom and bust cycle?
3. (a) How has the growth of industry helped Brazil? (b) What problems has it caused?
4. Why have Brazil's leaders encouraged settlement of the country's interior?
5. (a) What effects have recent military governments had on Brazil's economy? (b) Why do Brazilians think the election of 1985 marks a new beginning?

Chapter Review

Words to Know

1. What does an *economist* do?
2. What is a *tributary*?
3. What is meant by a *boom and bust* cycle?
4. What happens when a *coup* occurs?
5. What is a *junta*?

Reviewing Main Ideas

1. How is the land along the west coast of South America different from other parts of the continent?
2. (a) Describe the ways the first South Americans used the land before the arrival of Europeans. (b) What changes occurred after Spain and Portugal took over South America?
3. (a) Name three inventions that helped Argentina to become a modern nation. (b) What problems is the government trying to solve today?
4. (a) Describe the influence Spain and the United States had on Peru's economy after it became an independent country. (b) How did this change after the revolution in 1968?
5. (a) How has industrialization helped to break the boom and bust cycle in Brazil? (b) What other ways is the government trying to stimulate the economy?

In Your Own Words

The Spanish and Portuguese conquest of South America had several long-lasting effects. Choose one country in South America and write a paragraph explaining those effects. Be sure to begin your paragraph with a topic sentence.

Things to Do

1. There are 12 independent nations in South America. Use an encyclopedia to find out more about one of those countries. Then prepare a report describing reasons why people would enjoy visiting that country. Include a description of the country, famous landmarks, and interesting places to visit. Get pictures from a travel agency or from travel magazines that show some of the highlights of the country. Present your report orally to the class. At the same time, display the illustrations you have collected.
2. Visit the library and find a cookbook that contains recipes from South America. Copy a recipe that appeals to you. Prepare the dish. Let your classmates sample it.

Challenge!

Below is the national flag of Brazil. Look at the colors, words, and shapes on it. What do you think each of those symbols stands for? Why do you think they have been chosen?





North America

North America is linked to South America by a narrow strip of land called the Isthmus of Panama. Although the two continents have much in common, they differ in many ways.

North America is one of the most developed parts of the world. Although North Americans make up only 8 percent of the world's population, they produce over one third of all factory-made goods. Yet as in South America, the past is important to people in North America. It helps to shape the present. For example, the influence of the first Americans can still be seen in many parts of the continent. So can signs of the continent's colonial past. That heritage is reflected in language, customs, and traditions. It can also be seen in the ways people use the land and its resources.

As You Read

As you read, look for the ways the past affects the present. Does the past affect all parts of the continent in the same way? The chapter is divided into four parts.

- Land and People
- Canada
- Mexico
- Central America and the Caribbean

Land and People

North America is a continent of incredible variety. It has thick green forests, wind-blown deserts, and grassy plains. There are also snow-topped mountains, lakes as large as seas, long winding rivers, and the deepest canyon in the world. Over the years, North Americans have used these and other parts of the environment in many different ways. In doing so, they have changed the continent.

The Land of North America

North America includes not only the United States, Canada, and Mexico but also the countries of Central America. Central America is the southernmost part of North America. It lies between Mexico and South America. The islands that lie off the coast of North America are a part of the continent too.

The Forests. Long ago, forests covered over two thirds of North America. They were an important resource to both the first Americans and the early European settlers. Both groups hunted and gathered in the forests. They also used wood to build homes and make tools and weapons.

Long ago, many people thought these forests were an unlimited resource. They were wrong. Many forests were cleared to make way for farms, factories, and cities. Today people are careful to **conserve** the continent's remaining forests. That is, they use the resource wisely. Many countries have laws that require foresters to replace trees they cut down.

Resources for Farming. Trees are not the only crop North Americans plant. Long ago, Indian groups farmed in almost every part of North America. Some dug irrigation canals so they could plant crops in the deserts. Others farmed on terraces they dug on the sides of mountains. Still others farmed on clearings in the forests. When outsiders arrived in the 1500's and 1600's, they farmed in many of the same places the Indians did. The number of farms, however, increased dramatically.

Yet until the late 1800's, neither group plowed the richest land in North America—the grasslands that stretch from central Canada to Texas. In those days people did not have plows strong enough to turn the tangled roots below the grass.

Then, in the 1870's, a steel-tipped plow was invented. With such plows, farmers were able to turn the grasslands of both Canada and the United States into the breadbasket of the world.

Mineral Resources. It takes a variety of resources to build a steel-tipped plow. Among those resources are iron, coal, and limestone. North America is rich in these and other mineral resources.

Canada, the United States, and Mexico have most of the continent's mineral wealth. All three countries have petroleum and natural gas. Canada and the United States have large supplies of coal as well. Together they produce about one fourth of the world's coal.

Describe the land that covers much of the central part of North America. ►



Water Resources. The continent's water resources are also divided unequally. Some places have more water than they need, while others do not get enough. In the northern part of the continent are many fast-moving rivers and streams. These rivers are a source of energy. Today many are used to make electricity.

Water is a valuable resource for other reasons too. Many of the rivers and lakes of North America were the continent's first highways. Goods still make their way up and down rivers like the Mississippi as well as across the five Great Lakes.

Over the years, North Americans have used their technology to expand their water resources. For example, in the early 1900's, people in the United States built a canal across the Isthmus of Panama. It linked the Atlantic and Pacific oceans. In the 1950's, Americans and Canadians

In many parts of Mesoamerica, people still farm on terraced hillsides in the valleys.



turned the St. Lawrence River into a sea-way by deepening it. It links the Atlantic Ocean and the Great Lakes.

The People of North America

Over the years, people with many different cultures have settled in North America. Each brought a variety of skills, ideas, customs, and traditions. A look at the legacy left by four of those cultures suggests some of the ways each has shaped life in North America.

The Legacy of the First Americans. Long ago, the Indians were the continent's only settlers. Today they are still in the majority in some parts of the continent. Most of the people in Guatemala, for example, are Indians. Elsewhere Indians make up a small part of the population. Yet even in these parts of North America, the legacy of the first Americans can still be seen.

The first Americans domesticated corn hundreds of years ago. Today it is the most important crop grown in North America. The Indians also domesticated beans, squash, avocados, cacao, tobacco, pineapples, and tomatoes. These too are important foods.

People still use a variety of Indian inventions as well. Rubber is one of those inventions. Others include snowshoes, toboggans, moccasins, parkas, and canoes. The Indians were also the first to build apartment buildings, chew gum, pop corn, make maple syrup, and play such games as lacrosse. Hundreds of Indian

What cities along the Atlantic coast are major manufacturing centers? ►



North America: Land Use

- Manufacturing
- Commercial farming and stock raising
- Stock raising
- Forestry
- Farming mostly for family use

- Nomadic herding
- Commercial fishing
- Hunting, fishing, and gathering
- Little or no activity

- Coal
- Iron
- Petroleum
- Natural gas
- Copper

- Bauxite
- Gold
- Silver
- Hydroelectric power
- Lead

- Zinc
- Uranium
- Nickel
- P Phosphates

words are a part of languages spoken in North America. Many places on the continent have Indian names, including such cities as Chicago, Seattle, Milwaukee, and Omaha.

The Spanish Heritage. The Spanish arrived in North America in 1492. Their first settlements were on the islands that dot the Caribbean Sea. By the early 1500's, they had moved onto the mainland of North America. First they conquered Mexico and Central America. Then they headed north into what is now the United States. Today Spain no longer has colonies in North America. Yet the Spanish colonial experience affects life throughout the continent.

In the lands the Spanish colonized, many cities and towns are laid out around a central square or plaza much as they are in Spain. Spanish influence can also be seen in ways of earning a living. Spanish settlers started the first **plantations** in North America. A plantation is a large farm on which cash crops are grown. On these plantations, the Spanish planted such crops as sugarcane, bananas, and coffee. These are still the main cash crops in Central America and throughout the Caribbean.

The Spanish also brought horses, cattle, and sheep to North America. They started the first ranches on the continent. Today North America is the leading producer of beef and wool.

The Spanish colonial experience left its deepest mark on Mexico, Central America, and in some parts of the Caribbean.

For example, in Spanish North America, as in South America, only a few people could own land or take part in government. As a result, there was a large gap between wealthy landowners and everyone else. Throughout Spanish North America, the efforts of poor people to get land and political power have led to many revolutions and civil wars.

The African Heritage. The first Africans arrived in North America in large numbers in the early 1500's. They did not come willingly. The Spanish brought them as replacements for Indian workers in the Caribbean. Many Indians there had died of diseases Europeans unknowingly brought to North America. Others were killed in wars with the Spanish. When landowners in Mexico and Central America needed more workers, they too brought in Africans as slaves. So did other European colonists in the Caribbean and the United States.

Today there are no slaves in North America. There are, however, many people of African descent. In the Caribbean, descendants of Africans outnumber both Indians and Europeans.

Africans have contributed much to North America. They taught Europeans how to grow sugarcane, bananas, and other cash crops. Many of these crops came from Africa. Africans also did much of the work required to turn the wilderness into farms and cities. Words from African languages, African folk tales, foods, music, and art have become part of many cultures on the continent.

The British Legacy. In the 1600's, colonists from the British Isles began to settle in North America. They have also shaped ways of life throughout the continent.

Like Spain, Britain expected to get rich from its colonies. Unlike Spain's rulers, however, Britain's rulers let many people become landowners by offering land at bargain prices. People from all over Europe took advantage of that opportunity. Unlike Spain, Britain encouraged colonists from other countries.

British colonies were free to run their farms and other businesses with little government interference. Britain had many laws governing business and trade, but the colonies were far away. So few of these laws were enforced.

Slowly a **free enterprise system** was growing in British North America. Under such a system, businesses compete for resources, workers, and customers. The success of a business is decided in the marketplace, not by the government.

Whenever the British government tried to enforce its tax laws or set rules for trade, colonists protested. They valued their economic freedom. They also valued their political rights. Every colony had an elected assembly. The colonists carefully guarded the power of those assemblies. For example, they argued that the British Parliament could not tax the colonists. Only colonial assemblies had that right.

Such disagreements strained relations between the British Parliament and the colonies that lay along the North Atlantic coast. By the 1770's, many colonists began to push for freedom from British rule. In 1776, Americans finally declared their

independence. They formed a new nation called the United States. It was the first independent nation in North America.

Britain fought to keep its colonies. Many people in North America watched the American war for independence carefully. Some even helped in the struggle. For example, Bernardo de Galvez (gál' bāth), the Spanish governor of Louisiana, sent gunpowder to George Washington's troops in Pennsylvania and Virginia. He also captured several seaports the British held along the Gulf of Mexico. Later other North Americans would use the American Revolution as a model for their wars for independence.

When the war ended, Americans set up a government that protected the rights they had had as British citizens. They also protected rights they had acquired during the colonial years. Among those rights were freedom of speech and freedom of religion. They took care to protect their economic freedom as well. Later the United States Constitution, or plan of government, would be a model for other countries in North America.

To Help You Remember

1. (a) How did North Americans use the forests long ago? (b) How are they being conserved today?
2. (a) Besides forests, what other important resources does North America have? (b) Explain how each is used.
3. In what ways has each of the following groups helped to shape life in North America? (a) Indians (b) Spanish (c) Africans (d) British

Canada

Canada lies farther north than any other country in North America. Like the United States, it too was once a British colony. However, its route to independence was different from that of the United States.

Toward Independence

France was the first European country to rule Canada. It also claimed part of what is now the United States. Much of that land was claimed by Britain as well. In the 1700's, the two nations went to war to settle those differences. By 1763, Britain had won Canada.

The Growth of British Canada. In 1763, the British set out to win the loyalty of the people they had conquered. They let French Canadians keep their language as well as some laws and customs. They also allowed them to practice their religion. As a result, French Canadians refused to join the Americans.

After the American Revolution, Americans who had opposed the Revolution moved to Canada. So did other English-speaking people. By the early 1800's, parts of Canada had more people of British ancestry than of French ancestry. As Canada grew, it was divided into **provinces**, or parts. Most French Canadians lived in Quebec. English-speaking people settled in Ontario, Nova Scotia, and other provinces near the Atlantic coast.

The Growth of Independence. The British did not want to lose Canada as it had

lost the 13 colonies farther south. So whenever Canadians protested against British rule, they were given a little more freedom. By the 1860's, each province had its own assembly. The people of Canada were also free to trade with other countries. They did not have to buy only from Great Britain.

Then in the 1860's, many Canadians began to call for a **confederation**, or union, of provinces. They wanted the provinces to handle local matters, much as states did in the United States. A central government would handle matters that affected the whole country.

Britain's Parliament agreed with the plan. On July 1, 1867, Canada became a united country. By 1918, that country controlled its relations with other nations. By the end of World War II, it was fully independent. Yet it continued to recognize Britain's king or queen as its leader. That leadership was, however, in name only.

In 1982, Canada got a new constitution. Unlike the one written in 1867, it can be changed without the approval of the British government. The last bits of colonial rule were gone.

A Quiet Revolution. Although Canada has been united for over 100 years, there are still differences between French and English-speaking Canadians. By the 1960's, French Canadians were finding it harder to get ahead than were English-speaking Canadians. So a group of French Canadians known as **separatists** began to

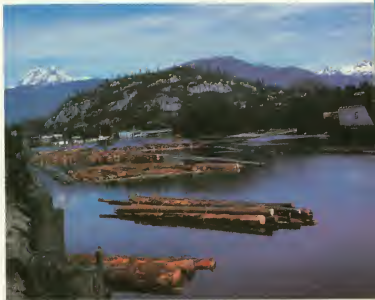
call for an independent Quebec. Although their protests were sometimes violent, they did not lead to civil war. Instead they led to what some call a quiet revolution. Since the 1960's, Canada has become a **bilingual nation**. That means it has two official languages, French and English. Both are taught in schools and used in businesses. Both are also used on stamps, documents, signs, and even money.

Canada Today

Over 90 percent of all Canadians today live in the southern part of the country just as they did in colonial times. Few make their home in the frozen lands to the north. Yet Canada has changed greatly since colonial rule.

Canada is now the world's largest exporter of wood products and mineral resources. It also exports fish, grain, and beef. Canadians do not just sell their resources. They also use them in their own factories. Some factories process farm products. Others turn out automobiles, car parts, and lumber. Nearly half of the world's newsprint is made in Canada.

The people who work in Canada's many industries are no longer just of Indian, British, or French ancestry. Their families come from countries around the world. Between 1880 and 1914, thousands of immigrants came to Canada from the Soviet Union, Scandinavia, Poland, Hungary, Germany, and Yugoslavia in Europe. Many people from China and Japan also moved to Canada. By 1914, these immigrants made up about one fourth of Canada's population.



Canada's firs, pines, and many other trees make it a leading wood-producing nation.

Since World War II, many more people have come to Canada. They include Italians and Greeks as well as Indians, Pakistanis, Vietnamese, and Cambodians. Canada today is a nation of great variety in both its resources and its people.

To Help You Remember

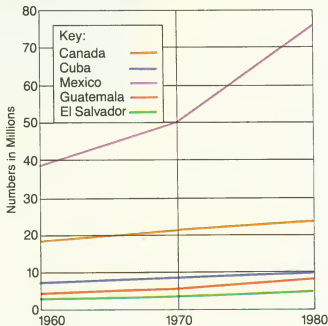
- (a) How was the way Canada became independent different from the way the United States became independent?
(b) When did Canada become fully independent?
- (a) What was the goal of the separatists? (b) What effect did their protests have?
- What economic activities are important to Canada's economy today?
- How has the Canadian population changed over the years?

Study Help

Reading a Graph

A line graph is a good way to show a change that takes place over a period of time. The graph below shows the growth of population in five North American countries. Use the graph to answer the following questions.

Population Changes in Five North American Countries, 1960–1980



1. (a) Which country had the smallest population in 1960? (b) In 1980?
2. (a) Which country had the largest population in 1960? (b) In 1980?
3. Which country came closest to doubling its population between 1960 and 1980?
4. Rank the countries from largest to smallest based on the 1980 population figures.
5. Based on the graph above, what do you think the population of the five countries will be in the year 2000?

Mexico

Mexico lies to the south of the United States. It is like Canada in some ways. Its people too live on only a small part of the country's land. It is not a cold climate, however, that keeps Mexicans from settling every part of their country. It is a lack of water. Much of Mexico is very dry. Mexico differs from Canada in other ways too. For example, it followed a very different route to independence.

Toward Independence

Like the people of the United States, Mexicans fought for their independence. That fight began on September 16, 1810, when Father Miguel Hidalgo (ē dāl'gō), a creole priest, led an army of Indians and mestizos against the Spaniards. They were fighting for land and freedom.

The struggle for independence dragged on for 11 years. Then in 1821, a number of wealthy creoles took over the movement. Soon after, the rebels overthrew the Spanish government. Mexico was now an independent country, but the Indians and the mestizos were as powerless as ever.

After Independence. For the next 100 years, there were few changes in the way most Mexicans lived. From time to time, a leader would promise reforms, but few improved the lives of ordinary people. For example, in the late 1800's, foreign companies opened many factories in Mexico. Experts from the United States and Britain also built railroads and improved mining. Only a few wealthy Mexicans benefited from these changes. Those who

took jobs in the factories were no better off than those who worked on large plantations or ranches. Wages were low and working conditions poor.

Revolution. By 1910, many were calling for a revolution. They were demanding land, higher wages, and better working conditions. They also wanted more say in government. Nearly everyone in the country was involved in the revolution. Women and children fought side by side with their husbands and fathers. It was the most terrible war in Mexico's history.

By 1917, Mexico had a new constitution. It set up a government much like that of the United States. Soon after, the government began to give land to Indians and mestizos. At the same time, factory workers won the right to form unions.

Mexico Today

In many ways, Mexico's revolution is not yet over. Many people are still poor. They have few opportunities to improve their lives. Yet, the government is helping them in a variety of ways.

The government is helping small farmers grow more food by teaching them better farming methods. It is also encouraging farmers to try new seeds and modern machines. The government is building irrigation dams too. With water from those dams, farmers can plow lands once thought too dry for farming.

There are many privately owned companies in Mexico. The government, however, owns and runs the industries most



Oil found along the Gulf of Mexico has helped Mexico to industrialize.

important to the country's economy. For example, in 1938, it took over the oil fields along the Gulf of Mexico, near Tampico (tām pē'kō). When new, larger oil deposits were discovered in 1978, the government took charge of them as well.

The growth of the oil industry has led to the growth of other industries. Mexico has many factories that refine oil. Other factories turn petroleum into a variety of chemicals. The same is true of Mexico's other mineral resources. They are used in local factories that make fertilizers, farm and office machines, and cement. Many of these factories are in or near Mexico City. Guadalajara (gwā dā lā hā'rā), Monterrey (mon ter ā'), and Juarez (whā'res) are also industrial centers.

Tourism is another key industry in Mexico today. Each year millions of people visit Mexico. They enjoy its sunny



Thousands were killed when an earthquake struck Mexico City on September 19-20, 1985.

beaches and marvel at the ruins of ancient cities. The government promotes this interest by building resorts. It also trains guides to provide tours of ancient Aztec and Maya ruins.

Tourism has made Mexico one of the richest countries in Latin America. Yet much remains to be accomplished. One of the country's most serious problems is population growth. It is difficult for the economy to grow fast enough to keep pace with the growing number of people. That growth is most visible in Mexico City. In the early 1980's, it had 18 million people. That growth was temporarily slowed down in 1985 when an earthquake destroyed a large part of the city. More than 4,000 people were killed. However, today, growth continues. Experts expect the city to have over 26 million people by the year 2000.

Mexico's other big problem is money. Income from oil helped the government pay for some of the country's new industries. The rest of the money was borrowed. The government planned to pay off those debts with oil money. Then, in the early 1980's, the price of oil dropped and the country could not pay off its loans. Yet today, many Mexicans are confident that in time their country will solve these problems as it did so many times in the past.

To Help You Remember

1. (a) How did Mexico win its freedom? (b) Why was independence disappointing to many Mexicans?
2. (a) Why did a revolution begin in Mexico in 1910? (b) What happened as a result of that revolution? (c) Why do some say that the revolution is not yet over?
3. (a) How is Mexico using its resources today? (b) What part does the government play in the economy?

Central America and the Caribbean

The nations of Central America and the Caribbean face many of the same problems Mexico does. The ways that these countries have handled their problems, however, has varied greatly.

Earning a Living

Most people in Central America and the islands of the Caribbean are employed in farming. Many raise just enough to feed their families. Others work on plantations. In the lowlands, they grow bananas, sugarcane, cacao, and chicle, used in chewing gum. In the highlands of Central America and Jamaica, many people work on coffee plantations.

There are few factories in Central America or the Caribbean. As a result, countries there import manufactured goods. They pay for these goods with the money they earn by exporting raw materials. The goods they buy, however, cost

more than those they sell. Therefore many countries are in debt.

One industry that is flourishing is tourism. Many people from Europe, the United States, and South America vacation in the Caribbean islands every year. Fewer visit Central America. Many nations there are torn by revolution.

Toward Independence

When Mexico won its independence from Spain in 1821, Costa Rica, Guatemala, Honduras, El Salvador, and Nicaragua were freed at the same time. They were part of Mexico. Belize, which was a British colony, and Panama, once part of Colombia, became independent later.

The road to independence was more varied in the Caribbean. Some islanders fought for their independence. Haitians were the first to do so. They won their freedom from France in 1804. By the late



Central Americans are beginning to use their raw materials to manufacture goods.

1800's, all of Spain's colonies were free except for Puerto Rico and Cuba. The people on both islands revolted many times, but each time Spain put down the revolution. Then, in 1895, a revolt began in Cuba that had the backing of many people in the United States. In 1898, the United States declared war on Spain and quickly defeated the Spanish.

By 1899, Cuba was an independent nation. The United States, however, kept tight control over the island.

Puerto Rico, on the other hand, became a part of the United States. Today it is a **commonwealth**. That means that it has its own government as states do. The people of Puerto Rico are United States citizens. They do not, however, have representatives who can vote in Congress.

In other parts of the Caribbean a number of countries won their freedom in the 1960's and 1970's. Like Canada, they won

their independence step by step. A few islands are still colonies.

People and Government

Independence did not always bring freedom. Dictators took over many countries. Even in those that were democratic, people were economically dependent on a foreign country. That is, they sold most of their crops to that country and bought most of their manufactured goods from it as well.

As a result, there has long been much unrest in Central America and the Caribbean islands. People in some countries in the region are calling for reforms. Others favor revolution. Still others are against any change at all. Conflict among these groups has led to many civil wars.

Cuba. In 1956, a lawyer named Fidel Castro led a revolt against Cuba's dictator. Within three years, Castro controlled the country. He then took over plantations owned by United States companies. Then he took charge of banks and industries.

The United States responded by cutting off trade with Cuba. Not long after the United States took this step, Castro signed a treaty with the Soviet Union.

Today Cuba is economically dependent on the Soviet Union. The Soviets buy most of Cuba's sugarcane. They sell Cubans most of their factory goods and over 90 percent of their oil. Although Cubans have been trying to become more independent, they have had little success.

Castro believes that Cuba has solved many of its problems. He points out that

the country is no longer divided between rich landowners and everyone else. Many Cubans disagree. They point out that everyone now is equally poor. They also point to a lack of freedom. Many of these Cubans have fled the country.

Puerto Rico. The people of Puerto Rico have handled their economic problems in a different way. In 1948, Luis Muñoz Marín became governor. He developed a plan to improve Puerto Rico's economy called Operation Bootstrap. He encouraged American businesses to start factories on the island by promising not to tax these businesses. Dozens of companies were attracted by the offer. Soon there were clothing factories, glass factories and other businesses on the island.

Today Puerto Ricans earn more than people in any other country in Latin America. The success of Operation Bootstrap had affected the way Puerto Ricans view independence. In the last few years, they have had several chances to vote on their future. Each time, they have chosen to remain a commonwealth.

Central America. In many Central American countries, groups are still fighting over *how* they will solve their problems. In Nicaragua, for example, a group of revolutionaries called the Sandinistas (sən dēn ēs' tās) took control in 1979. Many follow communist teachings. They have, however, been unable to carry out reforms because fighting continues.

In 1979, a group of officers in nearby El Salvador revolted against the country's military government. However, they were



Voters in El Salvador wait to cast votes in the first free election in over 50 years.

not able to keep control of the country. A terrible civil war followed.

In 1985, El Salvador had free elections for the first time in 53 years. The new government faced enormous problems. It had to end the war, restore the economy, and improve living conditions.

The way countries like El Salvador and Nicaragua solve their problems affects people throughout North America. That is because countries there are linked in many ways.

To Help You Remember

1. How do people in Central America and the Caribbean earn their living?
2. Name three ways countries in the region became independent.
3. (a) What problems do countries in the region face? (b) How has Cuba tried to solve those problems? (c) How has Puerto Rico tried to solve them?
4. Why is there much unrest in Central America today?

Chapter Review

Words to Know

1. What is a *plantation*?
2. What role do the *provinces* play in Canada's *confederation*?
3. What do *separatists* want?
4. Why do people *conserve* resources?
5. What is a *commonwealth*?
6. What is a *bilingual nation*?
7. Who decides whether a business will succeed in a *free enterprise system*?

Reviewing Main Ideas

1. (a) In what parts of North America do people farm? (b) What minerals do they mine? (c) Describe two ways they have expanded water resources.
2. Describe two contributions of each of the following groups. (a) Indians (b) Spanish (c) Africans (d) British
3. (a) How did Canada become independent? (b) What were the results of Canada's quiet revolution of the 1960's?
4. (a) How did Mexico become independent? (b) What were the results of Mexico's revolution in 1910? (c) Why do some say that the revolution is not yet over?
5. (a) Name two things countries in the Caribbean and Central America have in common. (b) Name two differences.

In Your Own Words

Write a paragraph using *one* of the following topic sentences. The answers you gave in the previous exercise will help you.

Life in North America today has been shaped by its great variety of resources.

North America today has been shaped by its early history.

Keeping Skills Sharp

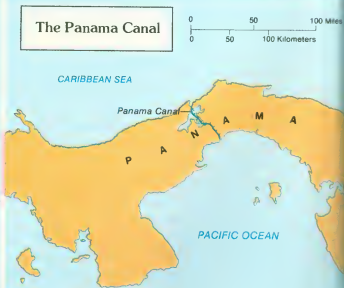
The figures below show the gross national product (GNP) of Canada and Mexico for the years 1960, 1970, and 1980. The GNP is the total value of goods and services a country produces in one year. Use the figures to make a line graph.

	Canada	Mexico
(Numbers are rounded to the nearest billion.)		
1960	40	15
1970	90	29
1980	289	168

Which country is growing fastest? Explain your answer.

Challenge!

Study the map carefully. It shows the Panama Canal. Find the place where the Atlantic Ocean is to the west and the Pacific lies to the east. Remember a sea is part of an ocean.



Unit Review

Take Another Look

1. (a) What two continents make up the Western Hemisphere? (b) How is the Western Hemisphere linked to other parts of the world today?
2. What three large countries make up North America?
3. (a) Name four important resources that have helped shape life in North America. (b) Describe how each is used.
4. (a) Where does Central America lie? (b) Name at least three countries that are part of it.
5. (a) From west to east, name the three major landforms of South America. (b) Describe one important feature of each.
6. (a) What group of people first lived in the Western Hemisphere? (b) Describe three things that are part of their legacy.
7. (a) When did the Spanish first arrive in the Americas? (b) What part of North and Central America did they conquer and settle? (c) What part of South America did they conquer and settle?
8. (a) Describe the farms that the Spanish started in the Americas. (b) What two groups of people did they force to work on these farms?
9. (a) In what part of the Western Hemisphere did each of the following groups have great influence? (a) the British (b) the French (c) the Portuguese
10. In this unit, you learned how the colonial past has shaped life in the Western Hemisphere. Choose one of the countries you read about. Write a paragraph that describes how the past has shaped life there today. Include details about government, language, and economy.

You and Current Events

1. Look in newspapers and magazines for articles that describe how countries in the Western Hemisphere are linked. Do not limit your search to the front page of the newspaper. You will also find examples on the sports pages, in business news, entertainment, travel, and food sections. Look, too, in the Yellow Pages of your telephone directory. Among the headings you may want to check are exports, imports, restaurants, grocery stores, travel agencies, airlines, and associations. Then write a report describing ways countries in the Western Hemisphere are linked together.
2. Look in newspapers and magazines for articles that describe how countries in the Western Hemisphere are linked to countries in other parts of the world. Then prepare an oral report describing those links.

Atlas

Countries of the World

----- Disputed boundaries

0 1000 2000 3000 Miles
0 1000 2000 3000 Kilometers



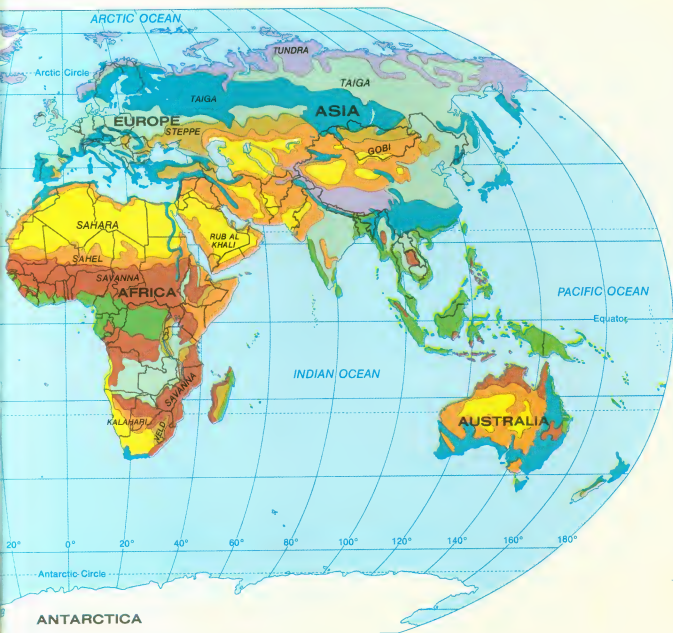
EUROPE



World Natural Vegetation

- Tundra and high mountains
- Evergreen forest
- Deciduous forest
- Tropical rain forest
- Grassland with scattered trees
- Grassland
- Scrub and semi-desert
- Desert
- No vegetation



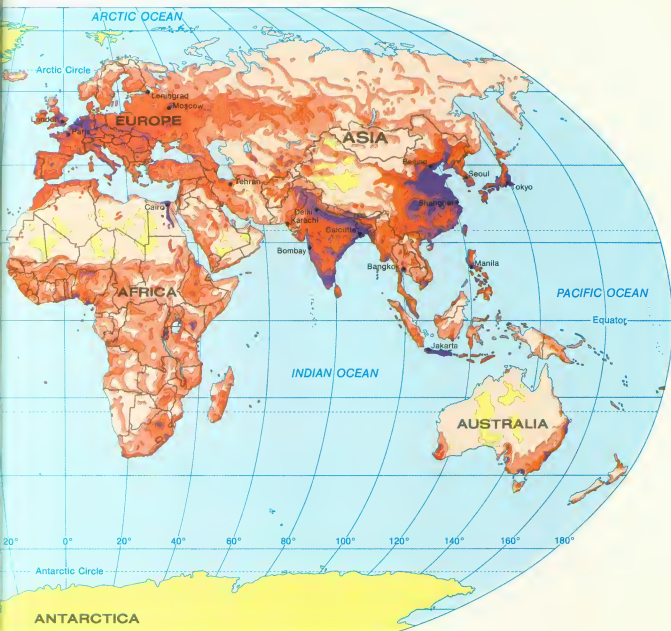


World Population Density

Persons per square mile	Persons per square kilometer
Uninhabited	Uninhabited
Less than 2	Less than 1
2-25	1-10
25-125	10-50
125-250	50-100
250-500	100-200
Over 500	Over 200

• Major cities











South America: Political

★ Capital city • Other city

0 500 1000 Miles
0 500 1000 Kilometers

120°W 110°W 100°W 90°W 80°W 70°W 60°W 50°W 40°W 30°W 20°W

ATLANTIC OCEAN

Tropic of Cancer

30°N

20°N

10°N

0°

10°S

20°S

30°S

40°S

50°S

567
SOUTH GEORGIA ISLANDS
(U.K.)

Gulf of Mexico

CARIBBEAN SEA

Barranquilla
Cartagena

VENEZUELA

Maracaibo
Caracas

Medellin
Bogota

COLOMBIA

Calli

Georgetown

GUYANA

Paramaribo

Cayenne

SURINAME

FRENCH GUIANA (FR.)

GALAPAGOS ISLANDS
(ECUADOR)

Quito

ECUADOR

Guayaquil

PERU

Lima

Arequipe

BOLIVIA

La Paz

Sucre

BRAZIL

Brasilia

Fortaleza

Recife

Salvador

Belo Horizonte

Sao Paulo

Rio de Janeiro

Curitiba

Porto Alegre

CHILE

Valparaiso

Santiago

Cordoba

Rosario

Buenos Aires

Concepcion

ARGENTINA

Bahia Blanca

Montevideo

Rio de la Plata

Tierra del Fuego

Cape Horn

FALKLAND ISLANDS (U.K.)

Stanley



Glossary

Pronunciation Key

a	hat, match, carry	i	if, hit, native, mirror	u	up, love, but
ā	say, late, paid, ape	ī	ice, sight, buy, pirate	ū	rule, dew, youth, cool
ā	father, car	o	rock, got	û	put, foot
e	let, met, very	ō	hope, snow, soap	ə	a in above
ē	meat, free, even, money	ô	off, all	-e	in open
ēr	term, learn, worm, fur	ou	out, shout	i	in happily
				o	in gallop
				u	in circus

A

- aborigine** (ab'ə rij'ə nē) An early inhabitant of a place, especially of Australia. (p. 510)
- absolute ruler** (ab'sə lūt rū'lār) A ruler who has complete power over his or her people. (p. 190)
- acropolis** (ə krop'ə lis) A Greek fort built high on a hill. (p. 65)
- ally** (al'i) A nation that agrees to help another nation in time of war. (p. 297)
- altitude** (al'tə tūd) The height of land above sea level. (p. 4)
- apartheid** (a pārt'hāit) A set of laws in South Africa to keep blacks and whites apart. (p. 464)
- apprentice** (ə pren'tis) A person who learns a trade from a master artisan. (p. 214)
- aquifer** (ak'wə fər) A layer of earth that contains water. (p. 513)
- archeologist** (ār'kē ol'ə jist) A scientist who studies the remains of early people. (p. 25)
- archipelago** (ār'kə pel'ə gō) A group of islands. (p. 20)
- armada** (ār mā'də) A fleet of warships. (p. 245)
- artisan** (ār'tə zən) A person who earns a living at a craft. (p. 32)

atoll (at'ol) A coral reef that surrounds a large lake or lagoon. (p. 508)

B

- basin** (bā'sn) The land drained by a river; land surrounded by higher land. (p. 20)
- bay** (bā) Part of a body of water that extends into land. (p. 20)
- bilingual nation** (bi ling'gwəl nā'shən) A country that has two official languages. Canada is a bilingual nation. (p. 547)
- boom and bust** (būm ənd bust) A period when people make huge profits by producing large amounts of a resource or a cash crop and then, for some reason, profits decline and a depression begins. (p. 534)
- boycott** (boi'kot) To refuse to buy goods. A boycott is a peaceful method of expressing disapproval. (p. 494)
- brahmin** (brā'mən) A Hindu priest. In ancient times, the brahmins saw to it that the gods were worshiped in the right way. (p. 131)
- bubonic plague** (byū bon'ik plāg) A terrible disease that swept through Europe during the Middle Ages. The disease killed about a third of all the people in Europe. (p. 220)

Buddhism (bū'diz əm) A religion that grew out of the teachings of Siddhartha Gautama. Gautama taught his followers to follow a middle path between too much and too little of any one thing. (p. 133)

C

caliph (kā'lif) A Muslim leader. The chief duty of a caliph was to carry out Mohammed's teachings. (p. 118)

canyon (kan'yən) A narrow valley with steep, high sides. (p. 20)

cape (kāp) A point of land that extends into water. (p. 20)

cardinal direction (kărd'n əl də rek'shən) One of the four main directions of the compass, north, south, east, and west. (p. 8)

causeway (kôz' wā') A land bridge that links an island to a mainland. (p. 192)

charter (chăr'tar) A written agreement; a list of rights and privileges of a town. (p. 214)

city-state (sit'ē stăt') A city that is like an independent country. The cities of ancient Sumer were all city-states. (p. 36)

civilization (siv'ə lə ză'shən) A kind of culture marked by a high level of organization in government and religion. Trade, writing, and art are all a part of civilization. (p. 34)

civil war (siv'əl wôr) A war between the people of a country. (p. 261)

climate (kli'mit) The usual weather over a long period of time. (p. 18)

coast (kôst) Land along the sea. (p. 20)

collective farm (kə lek'tiv fârm) A farm that is operated and owned jointly by a group. (p. 345)

colony (kol'ə nē) A settlement or group of settlements ruled by people in a distant land. (p. 243)

Colosseum (kol'ə sē'əm) A huge stadium in Rome. (p. 99)

command economy (kə mand' i kon'ə mē) An economy in which the government determines what will be produced, how, when, and for whom. (p. 395)

commonwealth (kom'ən welth') A governing unit similar to a state. (p. 552)

communism (kom'yə niz'əm) A system of government in which people jointly own all land, factories, and businesses. (p. 305)

compass rose (kum'pəs rōz) An arrow on maps that shows all or some of the directions. (p. 8)

compound (kom'pound) A group of houses and workshops within a walled area. (p. 185)

confederation (kən fed'ə rā'shən) A union of political units within a country. The United States is a confederation of states. Canada is a confederation of provinces. (p. 546)

Confucianism (kən fyū'shə niz'əm) A way of life in which people respect tradition and live according to their station in life. (p. 149)

conservative (kən sēr'və tiv) A person who believes that change in government should come slowly, only after much planning. (p. 262)

conserve (kən sêrv') To use resources wisely. (p. 540)

constitution (kon'stə tū'shən) A plan for government; a document stating the basic laws and principles of a government. (p. 262)

consul (kon'səl) One of two high-ranking officials who headed the ancient Roman Republic. (p. 81)

continent (kon'tə nənt) One of the seven large bodies of land on Earth. (p. 8)

continental climate (kon'tə nen'tl) A climate with hot summers and bitterly cold winters. (p. 387)

cooperative (kō op'ə ra'tiv) A group of people who own land jointly and work together to sell goods and buy tools. (p. 379)

coup (kü) A sudden takeover of a country's government. (p. 531)

crusade (krū sād') Any of a series of holy wars in which Christians tried to win back the Holy Land from the Turks. (p. 212)

culture (kul'chər) A people's way of life. (p. 26)

cuneiform (kyū nē'ə fōrm) A kind of writing used in Sumer done by making wedge-shaped marks on clay tablets. (p. 37)

D

Daoism (dau'iz əm) A religion in which people try to live in tune with nature. (p. 149)

day laborer (dā lā'bər ər) A person who is hired to do work only as needed. (p. 408)

delta (del'tə) A deposit of soil that collects at the mouth of a river. (pp. 20, 44)

democracy (di mək'rə sə) A government in which citizens rule and share in the power. (p. 67)

depression (di presh'ən) A time when many businesses close and people are out of work. (p. 306)

descendant (di sen'dənt) The offspring of a particular family or group. (p. 463)

dictator (dik'tā tər) A person put in charge of the Roman Republic during an emergency; a person with complete power. (p. 83)

dike (dik) A broad wall of rock, sand, and gravel. Dikes are used to hold back the tides that batter the Dutch coast. (p. 328)

disciple (də sī'pəl) A follower. (p. 103)

divide (də vid') A ridge or highland that separates two river basins. (p. 20)

divine right of kings (də vīn' rīt ov kingz) The belief that a king is above the law and is answerable only to God. (p. 261)

division of labor (də vīzh'ən ov lā'bər) The way work is divided or shared. (p. 37)

domesticate (də mes'tə kāt) To change from a wild to a tame state. Plants that need human care are said to be domesticated. (p. 31)

drought (drou't) When little or no rain falls over a long period of time. (p. 440)

E

economist (i kon'ə mist) A person who studies a country's economy and the way people use their resources. (p. 534)

elevation (el'ə vā'shən) The height of land above sea level. Maps use color to show elevation. (p. 4)

emperor (em'pər ər) The ruler or leader of an empire. (p. 95)

empire (em'pīr) A nation and the countries it rules. (p. 47)

environment (en vī'rən mənt) All living and nonliving things that go together to make up a place. An environment includes plants, animals, land, water, and climate. (p. 30)

eroding (i rō'ding) The gradual wearing away of land by wind or water. (p. 407)

Estates General (e stāts' jen'ər əl) An assembly made up of representatives of all the estates, or groups, in France at the time of the French Revolution. (p. 266)

ethnic group (eth'nik grūp) A group of people who have their own customs, way of life, and language. (p. 389)

export (ek spōrt') To send goods or resources to another country for sale. (p. 330)

F

factory (fak'tər ē) A large building that holds machines. Products are made, or manufactured, in factories. (p. 280)

fault (fōlt) A weak place in the earth. Both volcanoes and earthquakes often occur along faults. (p. 455)

feudalism (fyū'dl iz'əm) A system of government that grew up during the Middle Ages. Feudalism involved a series of oaths between lords and vassals. (p. 208)

fjord (fyōrd) Water-filled pockets along the coasts of Norway and Sweden. Fjords are like small seas bordered by huge cliffs. (pp. 20, 369)

forum (fōr'əm) A marketplace in ancient Rome. (p. 80)

free enterprise system (frē en'tər prīz sis'təm) An economic system in which businesses compete for resources, workers, and customers. Under this system, the success of a business is determined in the marketplace. (p. 545)

G

- glacier** (glä'shär) A great sheet of ice which formed over many years. (p. 369)
- gladiator** (gläd'ē ä'tär) A specially trained slave during Roman times who fought with wild animals. (p. 99)
- government** (guv'ärn mänt) The system by which a country makes and carries out laws. (p. 32)
- graph** (graf) A drawing that shows the meaning of figures quickly and easily. (p. 283)
- great circle** (grät sër'käl) Any circle that cuts Earth in half. The equator is a great circle. (p. 15)
- grid** (grid) A series of lines on a map or globe that cross each other at right angles. Grids are labeled with letters and numbers. (p. 10)
- gross national product** (grös nash'ä näl prod'äkt) The total worth of all goods and services produced in a country in one year. (p. 290)
- guild** (gild) A special club that artisans or businesspeople belonged to during the Middle Ages. (p. 213)
- gulf** (gulf) Part of a body of water that extends into the land; often larger than a bay. (p. 20)

H

- harbor** (här'bär) An area of deep water protected from winds, etc., that forms a place where ships may safely anchor. (p. 20)
- heavy industry** (hev'ē in'dä strē) An industry that produces heavy equipment, including machinery, electric goods, and cars. (p. 358)
- hegira** (hi jir'ä) Muhammed's escape from Mecca in A.D. 622. The hegira marks the start of the Islamic calendar. (p. 117)
- Hellenistic Age** (hel'ä nis'tik äj) A period in ancient Greek history that lasted about 200 years. During the Hellenistic Age, people blended Greek culture with their own way of life. (p. 75)

- hemisphere** (hem'ä sfir) Half of the earth. (p. 16)
- heritage** (her'ä tij) Things passed down from one generation to another. (p. 61)
- hieroglyphics** (hi'är ä glif'iks) An ancient Egyptian system of writing. (p. 53) Hieroglyphics were also used by people in ancient Mesoamerica.
- hill** (hill) A raised part of the earth's surface; smaller than a mountain. (p. 20)
- Hinduism** (hin'dü iz'm) A religion that grew out of the beliefs of early settlers and newcomers to India. (p. 132)
- history** (his'tär ē) The story or record of the past. (p. 25)
- homeland** (höm'land') Any of a number of areas in South Africa that have been set aside for blacks. (p. 464)
- Huguenot** (hyü'gä not) A French follower of the beliefs of John Calvin during the 1500's and 1600's. (p. 231)
- hunter and gatherer** (hun'tär änd gath'är är) A person who lives by gathering plants and hunting wild animals. (p. 26)
- hydroelectricity** (hī'drō i lek'tris'ä tē) Electricity that is made from the power of rushing water. (p. 326)
- I**
- imperialism** (im pir'ē ä liz'm) A nation's policy or plan to conquer new lands in order to build an empire. (p. 291)
- import** (im pört') To buy resources or products from other countries. (p. 322)
- inlet** (in'let) A narrow body of water that extends into the sea; smaller than a bay. (p. 20)
- intermediate direction** (in'tär mē'de it) An in-between direction on the compass such as northeast or southwest. (p. 8)
- international organization** (in'tär nash'ä näl ör'gä nä zä'shan) An association that two or more countries belong to. (p. 363)
- invest** (in vest') To use money to buy something in the hope of earning more money. (p. 221)

irrigation (ir'ə gā'shən) A method of bringing water to a field. (p. 32)

Islam (is'lām) A religion based on the teachings of Muhammed that began on the Arabian Peninsula nearly 1,400 years ago. (p. 116)

island (i'lənd) A body of land surrounded by water; smaller than a continent. (p. 21)

isthmus (is'məs) A narrow strip of land that connects two large pieces of land. (p. 8)

J

jati (ja tē') The Indian name for traditional communities, or castes. Some jatis have high rank, while others have low rank. (p. 137)

Jesuit (jezh'ü it) A member of a religious order founded by Ignatius Loyola in 1534. (p. 232)

Jihad (ji had') A holy war fought by Muslims. (p. 119)

junta (hùn'tə) A small group of people who rule a country. (p. 531)

justice (jus'tis) The idea of fair treatment under the law. (p. 228)

K

knight (nīt) A trained soldier in a vassal's army during the Middle Ages. (p. 208)

Koran (kô rān') A Muslim holy book containing Muhammed's messages from God. (p. 116)

L

lake (lāk) An inland body of water. (p. 21)

legend (lej'ənd) A key on or next to a map that explains its symbols. (p. 2)

lord (lôrd) A ruler in the Middle Ages to whom a vassal swore an oath of loyalty. (p. 208)

M

manor (man'ər) A small community in the Middle Ages. A manor included the great castle where the noble lived as well as the huts of the serfs who worked the land. (p. 209)

mansa (man'sə) A ruler of the ancient African kingdom of Mali. (p. 168)

map (map) A drawing of all or part of the earth. (p. 2)

meridian of longitude (mə rid'ē ən ov lon'jə tūd) A line on a map or globe that runs from the North Pole to the South Pole. (p. 12)

mesa (mă'sə) A plateau. (p. 183)

missionary (mish'ə ner'ē) A person who teaches his or her religion to other people. (p. 203)

moksha (mōk' shə) A Hindu belief somewhat like the idea of heaven. (p. 132)

monk (munkh) A man who devotes his life to prayers and good works. (p. 203)

Monomotapa (mō nō mō ta'pə) The ancient empire of Zimbabwe and its king. (p. 177)

monsoon (mon sūn') A seasonal wind that occurs in Asia. (p. 492)

mosque (mosk) An Arabic house of worship. (p. 121)

mountain (moun'tən) High, rocky land; higher than a hill. (p. 21)

mountain range A row of connected mountains. (p. 21)

mouth (mouth) The part of a river where its waters empty into a larger body of water. (p. 21)

Muslim (muz'ləm) A follower of Islam and the teachings of Muhammed. (p. 116)

N

nation (nā'shən) A group of people living in one land united under a single government. (p. 43)

nationalist (nash'ə nə list) A person who lives under foreign rule and wants his or her country to be independent. (p. 410)

natural resource (nach'ər əl rē sōrs') Something found in nature that people use to meet their needs. (p. 278)

neutral (nū'trəl) A nation that does not take sides in a conflict. (p. 304)

noble (nō'bəl) A wealthy landowner. (p. 66)

nomad (nō'mad) A person who wanders from place to place. The Bedouin of Southwest Asia are nomads. (p. 408)

nonrenewable (non ri nū'ə bəl) Something that cannot be replaced. Oil is a nonrenewable resource. (p. 416)

North Pole (nōrth pōl) The most northern point on Earth. (p. 8)

nun (nun) A woman who devotes her life to prayers and good works. (p. 203)

O

oasis (ō ā'sis) A fertile spot in the desert where there is water and some vegetation. (p. 408)

oba (ō'bā) A ruler of the ancient African kingdom of Benin. (p. 172)

obsidian (ob sid'ē ən) A hard natural glass that ancient Americans used to make tools and weapons. (p. 184)

ocean (ō'shən) One of several large bodies of salt water that cover the earth. (p. 8)

ocean current (ō'shən kēr'ənt) A continuous flow of water in the ocean. (p. 368)

oligarchy (ol'ə gār'kē) A government in which the ruling power is held by a small group. (p. 66)

outback (out'bak') A dry, harsh region of Australia where few people live. (p. 511)

P

papyrus (pə pī'rəs) A marsh reed from which the people of ancient Egypt made a kind of paper. (p. 54)

parallel of latitude (par'ə lel ov lat'ə tūd) A line on a map or globe that circles Earth from west to east. (p. 12)

Parliament (pār'lə mənt) An assembly of nobles, church leaders, and townspeople in England during the Middle Ages; the lawmaking body in Canada and Great Britain today. (p. 215)

patrician (pə trish'ən) A wealthy landowner in ancient Rome. In the early days of the Republic, only the patricians had a voice in government. (p. 81)

peasant (pez'nt) Term used to describe a poor farmer in Europe who worked for a wealthy noble. (p. 265)

peninsula (pə nin'sə lə) A body of land almost surrounded by water. (p. 21)

perspective (pər spek'tiv) A feeling created by artists to show distance in paintings. (p. 225)

pharaoh (fer'ō) A ruler of ancient Egypt. (p. 45)

philosopher (fə los'ə fər) A person who is a lover of wisdom; one who seeks knowledge and wisdom. (p. 73)

pilgrimage (pil'grə mij) A journey made to a holy place. (p. 168)

plain (plān) A flat stretch of land. (p. 21)

plantation (plan tā'shən) A large farm on which cash crops are grown. (p. 544)

plateau (pla tō') Flat or gently rolling land that stands high above sea level. (pp. 5, 21)

plebeian (pli bē'an) A citizen of ancient Rome. In the early days of the Republic, plebeians had little say in government. (p. 81)

polder (pōl'dər) Lowland that has been drained and used for buildings, roads, and farming. (p. 328)

polis (pō'lis) The Greek word for a city-state. (p. 65)

political party (pə lit'ə kəl pār'tē) A group of people with similar ideas about how the government should be run. (p. 262)

pope (pōp) The head of the Roman Catholic Church. (p. 203)

population density (pop'yə lā'shən den'sə tē) A measurement of the number of people per square mile. (p. 497)

premier (pri mir') The head of government. (p. 394)

prime meridian (prīm mə rid'ē ən) The starting place for measuring longitude. The prime meridian passes through Greenwich, England, and its longitude is 0°. (p. 12)

process (pros'es) To prepare things in a special way so they can be sold. The Portuguese process fish. (p. 339)

profit (prof'it) Money gained from a business after all of the expenses have been paid. (p. 416)

projection (prə jek'shən) A way of drawing Earth's curved surface on a map. (p. 14)
prophet (prof'it) A messenger sent by God. (p. 116)

Protestant (prot'ə stant) A person who protested Catholic teachings during the 1500's; a member of any of a number of Christian churches. (p. 230)

province (prov'əns) 1. Land conquered by ancient Rome. (p. 86) 2. A political unit in Canada similar to a state. (p. 546)

Puritan (pyūr'ə tən) An English follower of the beliefs of John Calvin during the 1500's and the 1600's. (p. 231)

pyramid (pir'ə mid) A stone structure that was built as a tomb for the pharaohs of ancient Egypt. (p. 45) People in ancient Mesoamerica also built pyramids.

R

radical (rad'ə kəl) A person who favors revolutionary, or quick, changes in government. (p. 268)

rain forest (rān fôr'ist) An area where rain falls almost everyday and thick layers of vegetation cover the ground. (p. 171)

raw material (rô mə tir'ē əl) Something that is used to manufacture a new product. People use cotton or wool to manufacture textiles. (p. 279)

reform (ri fôr'm) A change in the government. (p. 81)

religious center (ri lij'əs sen'tər) A place in Mesoamerica where ancient Americans gathered for religious ceremonies. (p. 183)

Renaissance (ren'ə sāns') The golden age in Europe that began around 1350 and lasted for about 200 years. (p. 224)

republic (ri pub'lik) Any government that is not headed by a king or queen and power rests with the people. (p. 80)

revolution (rev'ə lū'shən) 1. One complete journey of Earth around the sun. A complete revolution takes one year. (p. 16) 2. A great change in government. The American Revolution changed the way the colonists were governed. (p. 259)

revolve (ri volv') To turn. Earth revolves around the sun. (p. 16)

river (riv'ər) A large stream of water that flows through land. (p. 21)

rotation (rô tā'shən) One complete turn. Every 24 hours Earth makes a complete rotation on its axis. (p. 16)

S

Sahel (sa hel') A dry region in Africa that lies between the savanna and the Sahara Desert. (p. 440)

samurai (sam'û rī') A Japanese warrior who served powerful lords and lived by a strict code. (p. 158)

savanna (sə van'ə) A grassland with few trees. (p. 439)

scale (skāl) The size of a map compared with what it stands for. (p. 6)

scribe (skrīb) A person who wrote down things for other people. (p. 37)

scroll (skrōl) A long roll of papyrus. (p. 54)

sea (sē) A large body of water, partly or wholly enclosed by land. (p. 21)

sea dog An English sea captain who roamed the seas looking for Spanish treasure ships. (p. 245)

self-sufficient (self'sə fish'ənt) People who provide themselves with everything they need to survive. (p. 26)

senate (sen'it) A group who advised the consuls of ancient Rome. (p. 81)

separatist (sep'ər ə tist) A French-speaking person in Canada who favors Quebec's independence. (p. 546)

serf (sêrf) A person who did the work on a manor during the Middle Ages. (p. 209)

sharecropper (sher'krop'ər) A person who rents land, tools, and seeds from a landowner in return for part of his or her harvest. (p. 408)

shogun (shō'gun) A Japanese military leader who ruled in the name of the emperor. (p. 158)

Solidarity (sol'ə dar'ə tē) A Polish labor union formed in the 1980's to try to win more rights for Polish workers. (p. 360)

source (sôrs) The place where a river begins, usually in the highlands. (p. 21)

South Pole (south pōl) The most southern point on Earth. (p. 8)

specialize (spesh'ə līz) To grow special crops that can be sold for profit. (p. 320)

sphere (sfīr) Round; shaped like an orange. Earth is a sphere. (p. 14)

standard of living (stan'dərd ov liv'ing) A measurement of the nutrition, health care, education, and housing that people in a country have. (p. 416)

state farm (stāt fārm) A government-owned farm where workers get paid a salary. (p. 345)

stelae (stē'lē) Tall stone slabs found in Mesoamerica that contained hieroglyphs carved next to portraits of ancient rulers. (p. 188)

steppe (step) A grassy plain; the grassy plain in the Soviet Union that runs from the Black Sea to the borders of China. (p. 387)

strait (strāt) A narrow channel that connects two larger bodies of water. (p. 21)

surplus (sēr'pləs) An amount over and above what is needed. (p. 32)

survey (sər vā') To measure and divide land in order to keep track of boundaries. (p. 53)

T

taiga (tī'gə) An immense region of thick forest and poor sandy soil that covers much of the Soviet Union. (p. 387)

tariff (tar'if) A tax on goods imported from another country. (p. 322)

technology (tek nol'ə jē) The tools and ideas developed to meet people's needs. (p. 26)

temperate (tem'pər it) A climate in which winters are not extremely cold and summers are not extremely hot. (p. 334)

tenant farmer (ten'ənt fār'mər) A person who rents farm land from a wealthy landowner. (pp. 278, 408)

textile (tek'stəl) A woven material such as cloth. (p. 279)

totalitarian government (tō tal'ə ter'ē ən gov'ərn mənt) A government that controls all aspects of its citizens' lives. (p. 306)

tribune (trib'yūn) A person chosen by plebeians to watch over their rights during the early days of the Roman Republic. (p. 81)

tributary (trib'yə ter'ē) A stream or small river that flows into a larger river. (pp. 21, 524)

tribute (trib'yūt) Payment made by one ruler to a more powerful ruler. (p. 190)

truce (trūs) An agreement between warring nations to stop fighting. (p. 485)

tundra (tun'drə) An area of cold and darkness in the far north of the Soviet Union. (p. 386)

tyrant (tī'rənt) A person who took power by force in ancient Greece; an unjust ruler. (p. 66)

U

union (yū'nyən) A group of workers who speak for all the workers in a factory or an industry. (p. 286)

V

valley (val'ē) Low land that lies between hills or mountains. (p. 21)

vassal (vas'əl) A warrior in the Middle Ages who swore an oath of loyalty to a king or queen in return for land. (p. 208)

vizier (vī zir') The most important government job in ancient Egypt. The vizier made sure that the pharaoh's orders were carried out. (p. 50)

W

wadi (wā'dē) A dry riverbed that fills up with water only after a rain. (p. 423)

Z

ziggurat (zig'ū rat') A temple with huge square towers built by the people of ancient Sumer. (p. 37)

Index

The letter *m* stands for *map*.
The letter *g* stands for *graph*,
chart, *table*, or *diagram*.

A

A.D., meaning of, 35

Africa, 6m; adult literacy rate, 432m; colonization of, 461; empires of, 165–179; map of the Americas and, 162–163; North, 421–423; percent of people in cities of South and East, 462; Portuguese explorations around, 239–240; slave trade of, 250–251, 528, 544; south of Sahara, 434. *See also* East and South Africa; North Africa; West and Central Africa.

Alexander the Great, 74–75, 76m

Algeria, 421, 422, 429

Allies, 297; and victory in WW II, 310–311; in WW I, 297, 298

Alps, 85–86, 341–350

Americas: explorations and, 241; new nations in, 272–273, 530, 532, 546, 549, 551–552

Antarctica, 505

Antoinette, Marie, 265, 268

Apartheid, 464

Arabia, 113, 114m, 119

Arabic numerals, 124, 136

Argentina, 530–532; farming in, 530, 531; government in, 530, 531–532; industry in, 531; ranching in, 530, 531

Aryans, in India, 131–132

Ashanti people, 442–443

Asia, 110–111m; Oceania and, 468–469m; trade routes across, 238m. *See also* East Asia; South and Southeast Asia; Southwest Asia.

Athens, 67; golden age of, 71–73; present-day, 346; and unification of city-states, 71; and war with Persia, 70

Augustus, 95–96

Australia, 505, 506–507, 511–513; elevation map of, 507; land use map of, 514

Austria, 364

Austro-Hungarian Empire, 296, 297, 352, 353, 360; and Treaty of Versailles, 303–304

Axis Powers, 297

Aztec Empire: capital of, 190, 191; farming in, 191; government of, 190; influence of, 192; inventions in, 191, 192; map of, 190; religion in, 190; trade in, 191; writing system of, 191

B

Baghdad, 123–124, 409

Balkan Peninsula, 344–346

Baltic people, 390

Bangladesh, 495

B.C., meaning of, 35

Bedouin, 114, 408

Belgium, 329–330

Benin, 172m; bronze figures and plaques of, 172; city of, 172–173; village life in, 171–172

Bible: Christian, 104; Jewish, 102, 103

Bill of Rights, English, 263–264

Bolsheviks, 301, 304

Brazil, 534–536; capital of, 536; economy of, 534–535, 536; farming in, 535; government in, 535–536; industry in, 535, 536; resources of, 535, 536

British Isles, 371, 374–377

Buddhism, 133; in China, 153; in Japan, 156; in Southeast Asia, 493; Zen, 158

Byzantine Empire, 107; Arab conquest of, 119

C

Calendar: Aztec, 191; invention of, 53; Maya, 188; Olmec, 183

Calvin, John, 231

Canada, 546–547, 549; bilingual nation of, 547; confederation of, 546; exports of, 547; government of, 546; immigrants to, 547; industry in, 547; separatists in, 546–547

Cardinal directions, 8

Carthage, 85m, 86

Castes. *See* Communities, Indian.

Central Africa. *See* West and Central Africa.

Central America and the Caribbean, 551–553; farming in, 551; government in, 551–552, 553; industry in, 551, 552, 553

Central Europe, 349–365; elevation map of, 352; land and people of, 350–353; land use map of, 350; political maps of, 355. *See also* Europe.

Central Powers, in WW I, 297

Charlemagne, 204m, 205

Charles I, of England, 260–261

Charles II, of England, 262

Chiang Kai-shek, 478, 479

China, 145–160, 473m, 478–482; changes in, 478–479; cities in, 481; farming in, 146–147; food in, 474; golden age of, 152–154; influence on Southeast Asia of, 493; inventions from, 147–148; Japan and, 156–159; life in communist, 479–481; religion in, 149; resources of, 474; trade routes across, 155m; writing system of, 471

Christian Church, 106, 107. *See also* Protestant Churches; Roman Catholic Church.

Christians, early, 103–104

Circle routes, 14–15

Citizens, rule by, 67

City-states: Greek, 65–67; in Sumer; 36; and war with Persia, 70

Civil war, in England, 261–262; in Central America and the Caribbean, 552

Climate, 18m; continental, 387

Cloth making, 279–280

Cold war, 312

Collective farms, 345, 358, 359, 395

Colonial rule, 433m; in China, 478; in East and South Africa, 457, 458, 459, 461; in India, 494; in North Africa, 429; in North America, 544–545; in

South Africa, 463–464; in South America, 526, 528; in South Asia, 493; in West and Central Africa, 441

Columbus, Christopher, 240–241; first voyage of, 241m

Common Market, 322, 325, 329

Communism: in Central America, 553; in Central Europe, 359–362; in China, 479, 481–482; in Soviet Union, 305, 393–394; in Vietnam, 500

Communist party, in Soviet Union, 393–394

Communities, Indian, 137–139

Confucianism, 149, 471, 493

Congo, People's Republic of the, 448–449

Constantinople, 106, 107

Constitution, 262; of Canada, 546; of Mexico, 549; of the United States, 545

Continents, Earth's, 8

Cotton production: in Britain, 375; in India, 130

Cromwell, Oliver, 261–262

Crusades, 212–213

Czechoslovakia, 360–361

D

da Gama, Vasco, 239–240

da Vinci, Leonardo, 224–225

de Galvez, Bernardo, 545

Democracies, in Western Europe, 323

Democracy, meaning of, 67, 81

Denmark, 378–379

Deserts: of Australia, 507; in Southwest Asia, 406, 467; in Soviet Union, 388; world's largest, 421. *See also* Sahara.

Drake, Francis, 245

Dubcek, Alexander, 360

Dutch: growing power of, 246; in South Africa, 463. *See also* Netherlands.

E

Earth: map of, 14; movements of, 16

East Africa, 459–461; empires in, 174–178; population of cities in, 462g. *See also* East and South Africa.

East Asia, 145–160, 471–487; elevation map of, 473; land and people of, 472–476; land use map of, 475

Eastern Orthodox Church, 106

East Germany, 358

East India Company: Dutch, 246; English, 245–246; French, 247

East and South Africa, 453–465; elevation map of, 454; land and people of, 454–458; land use map of, 456

Egypt: ancient, 43–56, 44m, 421, 422; British in, 426–427; children in, 50–51; empire of, 47m; independent nation of, 427–428; land of, 423–424

Eisenhower, Dwight D., 310–311

Elevation map, reading, 4–5

Elizabeth I, of England, 244, 245

Emperor(s): first Chinese, 150–151; Roman, 95; threat of Christianity to, 104. *See also* Tsar of Russia.

Empires: definition of, 47; industrial revolution and building of, 291; WW I and race for, 296–297. *See also* under specific empires.

England, 374: American colonies of, 259, 260, 545, 546; civil war in, 261–262; growth of Parliament in, 260–264; law and rulers in, 260–262; religion in, 232–233; at start of industrial revolution, 278m; uniting, 228; victory against Spain by, 245–246. *See also* British Isles.

English Bill of Rights, 263–264

Equator, 11, 373

Estates General, French, 266–267

Ethnic groups: in Congo, 448; in Soviet Union, 388; in West and Central Africa, 441–443

Etruscans, rule of Italy by, 80

Europe, 3m, 198–199m; beginnings of modern, 219–235; after Congress of Vienna, 271m; empire building and, 243–247m; explorations by nations of, 238–242; growth of universities in, 221–222; in Middle Ages (See Europe in Middle Ages); prior to WW II, 307m; rise of nations in, 228–229; and Soviet Union, 316–317; in 1066, 208–210; and unification of Italy and Germany, 274m; after WW I, 304m. *See also* Central Europe;

Northern Europe; Southern Europe; Western Europe.

Europe in Middle Ages, 198–199m; 201–217; changes in, 211–215; at end of Roman Empire, 202–206; maps of, 198–199, 206; in 1066, 208–210

Explorations: European, 238–242, 250–253

F

Factories, 280; in Argentina, 531; in Brazil, 535; in Canada, 547; in Japan, 483; in Mexico, 550; in Peru, 533; in Puerto Rico, 553; in Ukraine, 398; working conditions in, 285–287; in Yugoslavia, 346. *See also* Industrial Revolution; Industrv.

Farming: in ancient Greece, 62–63; in ancient Mesoamerica, 183; in Argentina, 530; beginnings of, 30m; in Brazil, 535; in Central America and the Caribbean, 551; in China, 146–147, 479; collective, 345, 358, 359, 395; in Congo, 449; cooperative, 379, 381, 460, 533; in East Asia, 472, 474; in Europe of Middle Ages, 211; in France, 325–326; in Israel, 408; in Korea, 485–486; in Mexico, 549; in modern Egypt, 427–428; in Netherlands, 328; in Peru, 533; in Poland, 359; in Portugal, 339; scientific, 278–279, 320; in Southern Europe, 335; in South and Southeast Asia, 490; in Southwest Asia, 407–408; in Soviet Union, 394–395, 397; in Spain, 340; specialization in, 320–321; in Ukraine, 397; in West Germany, 357; in Yugoslavia, 345–346

Fertile Crescent, 31, 32m

Feudalism, 208, 214, 215

Finland, 381

France, 247; farming and industry in, 325–326; Paris, 326–327; revolution in (See French Revolution); uniting, 228–229

Franks, 202; Europe under, 204–205

Free enterprise system, 545

French Revolution, 265–271;

- beginning of, 267; radicals and, 268–269
- Fulani people**, 441, 447
- G**
- Gandhi**, Mohandas, K., 494–495
- Ganges River**, 131, 135
- Gauls**, 84, 90–91
- Germanic kingdoms**, 202m
- Germanic peoples**, 202–203
- German tribes**, and invasion of Roman Empire, 105, 106, 107
- Germany**: changes leading to WW II, 305–306; division of, 356–357; East, 358; post WW I, 305–306; and start of WW II, 308–309; and Treaty of Versailles, 303–304; unification of, 273–274; West, 357; and WW I, 297, 300, 301
- Ghana**, 440; people in, 442–443
- Government**: in Argentina, 530, 531; beginnings of, 32, 33; in Brazil, 535–536; in Canada, 546; in Central America and the Caribbean, 551–552, 553; in Mexico, 549, 551; in Peru, 533–534; in Southern Europe, 337; in Soviet Union, 393–394; in Sumer, 36; in Western Europe, 323. *See also* Communism; Democracy; Feudalism.
- Great Britain**. *See* British Isles, England.
- Greece**: ancient, 61–62, 63m, 64–76; city-states in, 65–67; farming, fishing, and trading in, 62–63; golden age in Athens, 71–73; independence of, 273; present-day, 344–345
- Guilts**, 213–214, 221, 222, 225; artists and, 225; changes and, 221–222
- Gupta Empire**, 135m, 136–139
- Gutenberg**, Johann, 227
- H**
- Halti**, 272
- Hannibal**, 85–86, 89; route into Italy of, 93m
- Hellenistic Age**, 75–76
- Henry VIII**, of England, 262
- Himalayas**, 489, 491, 492
- Hinduism**, 132, 493
- Hiroshima**, 311
- Hitler**, Adolf, 305; invasion of Soviet Union by, 309
- Holy Roman Empire**, 204–205
- Hundred Years' War**, 229
- Hungary**, 361–362
- Hunting and gathering**, 26–28; movement away from, 30–31
- I**
- Iberian peninsula**, 339–341
- Ibo people**, 445–446
- Iceland**, 378
- Inca Empire**: 193m; artisans in, 192; capital of, 194; extent of, 195; inventions in, 192, 193
- India**: ancient, 129–143; Buddhists in, 133; city life in, 497; golden age of, 135–139; growth of civilization in, 130–133; Hindus in, 132–133; independence of, 494–495; influence on Southeast Asia of, 492–493; Muslims in, 140–142; population density map of, 497; present-day, 495
- Indians**, of the Americas, 182–195, 524, 526, 528, 532–533, 542, 544, 549
- Indonesia**, 500–501
- Industrial Revolution**, 277–293, 375; beginnings of, 278–283; changes in life style and, 284–288; effects of, 290–291; factory work and, 285–287; spread of, 288, 289m, 290–291, 293g; unions and, 286–287
- Industry**: in Argentina, 531; in Brazil, 535, 536; in Canada, 547; in Central America and the Caribbean, 551, 552, 553; in China, 482; in Denmark, 379; in East and West Germany, 357, 358; in Egypt, 428; in Finland, 381; in France, 326; in Great Britain, 374, 375; in Japan, 482–484; in Korea, 485–486; in Mexico, 549–550, 551; in Nigeria, 445–447; in North Africa, 431; in Peru, 533, 534; in Poland, 359; in Saudi Arabia, 416; in Soviet Union, 395, 396; in West and Central Africa, 441
- Indus Valley**, life in, 130–131
- Inventions**: of industrial revolution, 279–282, 289–290; WW I and new, 298–300
- Iran**, 69, 415, 416–417
- Iraq**, 415
- Ireland**, Republic of, 372, 376–377
- Islam**, 114–118, 125
- Islamic Empire**: building, 119–121; civilization of, 123–124; end of, 124–125
- Israel**, 407, 411; ancient, 39; farming in, 408; and Suez Canal, 427; war and, 411–412
- Italian Peninsula**, 341–343
- Italy**: and preparations for war, 307; Roman wars in, 84–85; unification of, 273
- J**
- James II**, of England, 215
- Japan**: atom bomb and, 311; Chinese culture in, 156–159; food in, 474; industrialization of, 482–483; invasion of China by, 479; people of, 471; and preparation for war, 306; present-day, 483–484; and start of WW II, 308–309, 311–312
- Jerusalem**, 103, 212, 213, 411
- Jesus**, of Nazareth, 103, 104, 212
- Jews and Judaism**, 204; beginnings of, 39; history of, 102; Hitler and, 306; number killed in WW II, 312; and religious persecution of, 232; and revolt against Rome, 103; in Soviet Union, 391
- Joan of Arc**, 229
- Jordan**, 410
- Julius Caesar**, Roman rule of, 90–91
- K**
- Karanga people**, 176–177
- Kenya**, 459–461
- Kenyatta**, Jomo, 459, 460
- Kikuyu people**, 459
- Kilwa**, empire of, 174m, 175
- Knights**, 208–209, 219
- Koran**, 116, 442
- Korea**, 156, 471, 473m, 474, 475m, 484–486
- L**
- Lapps**, 380, 381
- Latitude**, parallels of, 11–12
- League of Nations**, 304
- Lebanon**, 407, 410, 412–413
- Legend**, map, 2
- Lenin**, 301, 304, 305
- Libya**, 421, 422, 429, 430
- Longitude**, meridians of, 11–12
- Louis XVI**, of France, 265, 266, 268, 269
- L'Ouverture**, Toussaint, 272

Low Countries, 328–330

Luther, Martin, 230–231

Luxembourg, 330

M

Magellan, Ferdinand, 241–242;

route around world of, 242m

Maghrib, 422–423, 429–431

Magna Charta, 215, 260, 263

Magyars, 205, 361

Mali, 6m, 167m, 168–169

Malinke people, 166, 167

Manors, 209–210, 220

Manufacturing: in England

(1700), 279; start of, 213–214.

See also Factories; Industrial Revolution; Industry.

Maori, 515–516

Mao Zedong, 479, 480

Maps: climate, 18; definition of,

2; reading elevation on, 4–5;

using direction on, 6–7; using

a grid on, 10–11; using

latitude and longitude on, 12–

13; using scales on, 6–7

Marco Polo, 238m, 239

Marx, Karl, 305

Maya culture: cities in, 187, 188;

education in, 189; farming in,

187; inventions in, 187, 188–

189; map of, 187; religion in,

188; trade in, 187; writing

system of, 188

Mecca, 113, 125

Medicine: Egyptian, 55; in

India, 136; Muslim, 124

Mediterranean Sea, 58–59m;

countries along eastern, 410–

413. *See also* Southern Europe.

Melanesia, 508

Meridians of longitude, 11–12

Mesoamerica, 182, 185–186, 187,

189, 191, 192; map of ancient,

182

Mexico, 549–551; capital of,

550; earthquake in, 550;

farming in, 549; government in,

549, 551; independence of,

549; industry in, 549–550,

551; revolution in, 549

Michelangelo, 225

Micronesia, 508–509

Middle Ages: end of, 219–222;

Europe during, 201–217

Middle East, 4–5m, 402–403m

Mineral resources: in Australia,

514m; in Central Europe,

350m, 351; in East and South

Africa, 456m; in North Africa,

429m; in North America, 540,

543m; in Northern Europe,

370m; in South America, 524,

526, 527m; in Southern

Europe, 335m; in South and

Southeast Asia, 491m; in

Southwest Asia, 415m; in

Soviet Union, 397m, 398; in

West and Central Africa,

440m; in Western Europe,

321m, 322. *See also* Industry.

Mongols, 154, 158–159

Monsoons, 492, 503m

Morocco, 421, 422, 429–430, 431

Mosques, 121

Mountains: of Central Europe,

350; definition of, 21; in Italy,

341; in North America, 540; in

South America, 524; in

Southern Europe, 335–336; of

South and Southeast Asia,

491–492; in Southwest Asia,

406–407. *See also* Balkan

Peninsula.

Mughal Empire, 140m

Muhammed, 113, 114–116

Muslim Empire, 119, 120m, 121

Muslims, 39, 116, 117, 118, 442;

conquests of, 119–120; gods

and ideas introduced by, 123–

124; in India, 140–142, 495; in

North Africa, 421, 424; in

Southeast Asia, 493. *See also*

Islam.

Mussolini, Benito, 307

N

Nagy, Imre, 361–362

Namibia, 456

Napoleon: empire of, 270m; rise

of, 269–271

Nasser, Gamel Abdel, 427

Nation: first real, 43; industrial

revolution and wealth of, 290;

neutral, 304, 362–364; rise of

European, 228–229

Nationalists: Arab and Jewish,

410–411; Chinese, 478–479;

definition of, 410

Nazis, 305–306

Netherlands, 328–329

New Guinea, 508

New Zealand, 509, 515–516

Nigeria, 445–447; map of, 445;

people in, 441–442; rainy

season in, 439

Nile River Valley, 43, 44m, 422

Nomads, 424; in Southwest Asia,

408. *See also* Bedouin; Fulani

people.

Nordic countries, 378–381

North Africa, 421–432; elevation

map of, 422; land and people

of, 422–424; land use map of,

429; map of, 422

North America, 182, 539–553;

elevation map of, 541; land

and people of, 540, 542, 544–

545; land use map of, 543;

and South America, 520–521m.

See also under specific

countries.

Northern Europe, 367–383;

elevation map of, 368,

estimated population of five

nations of, 393g; land and

people of, 368–372; land use

map of, 370; per capita

income in nations of, 393g

Northern Ireland, 374

North Korea, 474, 485

North Pole, 8, 12

Norway, 379–380

Number system: Arabic, 124,

136; Maya, 196; Roman, 108

O

Oceania, 505

Octavian, 91, 95

Oil, 367; in Mexico, 550; in

Nigeria, 445–446; in North

America, 540; in Northern

Europe, 369; from Persian

Gulf nations, 415–416;

production of, in Southwest

Asia, 405, 414g; in Soviet

Union, 399; world production

of crude, 414g

Olmec culture: in ancient

Mesoamerica, 182m; cities in,

183; farming in, 182; influence

of, 184, 185, 187; inventions

of, 183; religion in, 182–183;

trade in, 183–184; writing

system of, 183

Ottoman Empire: end of, 410;

and Treaty of Versailles, 304;

and WW II, 297

P

Pakistan, 490–491, 492, 495

Palestine, 102, 103, 105; Arabs

in, 411; conflict over, 410–412;

as Holy Land, 212, 213. *See*

also Israel; Jordan.

Palestinian Arabs, 411, 412

Papua New Guinea, 508m, 516–517

Parallels of latitude, 11–12

Parliament, 215; growth of English, 260–264; workers as members of, 287

People's Republic of China. *See* China.

People's Republic of the Congo. *See* Congo.

Persia, wars between Greece and, 69–71

Persian Empire, 69m; conquests of, 75, 119

Persian Gulf, nations along, 415–417

Peru, 532–534; colonial, 532–533; farming in, 533; government in, 533–534; Indians in, 192–195, 532–533; industry in, 533, 534; mestizos in, 532–533

Petroleum. *See* Oil.

Pharaohs, Egyptian, 45, 46, 47, 49

Philip II, of Macedonia, 74–75

Phoenicians, 85

Plateau, definition of, 5, 21

Poland, 352–353, 359–360

Political party, definition of, 262–263

Pope, 203

Portugal: Benin trade with, 173; conquest by Spain of, 244; eastern empire of, 243; explorations by, 239–241; present-day, 339–340; western empire of, 528

Priests: Aztec, 190; role of Egyptian, 49–50; Maya, 187; Olmec, 183; in Sumer, 37, 38; in Teotihuacán, 185

Prime meridian, 12, 248

Printing press, 226–227

Protestant Churches: first, 230–233; spread of, 235m

Protestants, 230–232

Provinces: Canadian, 546; Roman, 86, 99–100

Puerto Rico: commonwealth of, 552; industry in, 553. *See also* Central America and the Caribbean.

Punic Wars, 85–86

Pyramids: of ancient Egypt, 43, 45–46, 428; Maya, 188; Olmec, 183; in Teotihuacán, 185

R

Rain forests: empire in, 171–

173; in Mesoamerica, 182, 183, 187; in Papua New Guinea, 516; of West and Central Africa, 438–439

Religion: in Aztec empire, 191; beginnings of Christian, 103–104; beginnings of Jewish, 39, 102; changes in European, 230–233; in China, 149; and freedom of worship, 232–233, 545; in Greece, 63–64; of hunters and gatherers, 28; in India, 132–133; of Karanga, 177; in Maya culture, 188–189; and medicine in Egypt, 55; in Olmec culture, 182–183; in Southwest Asia, 408, 409; in Soviet Union, 390; in Sumer, 38; in Teotihuacán, 185. *See also* under specific religions.

Renaissance, 224–227

Republic, 371; definition of, 80–81, 259; democratic, 337; English, 262; French, 268–269

Republic of Rome: changes in, 81–82; end of, 91; life in, 82–83; start of, 80–81

Revolution: in the Americas, 259, 272–273, 533, 545, 546, 549, 552, 553; in China, 478–479, 480; definition of, 259; English, 262–264; in Europe, 273–274; French, 265–271; Russian, 300–301, 385. *See also* Industrial Revolution.

Revolutions of Earth, 16

Rivers: of the Alps, 341; in Central Europe, 351; definition of, 21; in North America, 542; in South America, 524; in Western Europe, 321

Roman Catholic Church, 106; in Congo, 449; growing power of, 211; headquarters of, 343; in Middle Ages, 203–204; questioning of, 230–231

Roman Empire, 96m; division of, 106; expansion of, 86; fall of Western, 106–107, 202; life in provinces of, 99–100; life in Rome and, 97–99; unification of, 96–97

Rome: Carthage and, 85m, 86; citizen soldiers of, 84, 88, 90;

civil war in, 91; conquests of, 84–86; empire building and, 87m, 88–91; Etruscan rule of, 80; fall of, 105–107; Italy, Julius Caesar and, 90–91; life in, 97–99; present-day, 343; republic of (*See* Republic of Rome).

Rotation of Earth, 16

Rowzi people, 177

Russia: people of, 388–391; after WW I, 304–305. *See also* Soviet Union.

Russian Empire, 385

Russian Revolution, 300–301, 385

S

Sahara, 129, 130, 421, 423, 454; trade routes across, 170m

Sahel, 440

Samurai warriors, 158

Saudi Arabia, 415, 416

Scales, on maps, 6–7

Scandinavia, 370–372, 378–381

Scotland, 374

Serbia, 297

Serfs, 209–210, 220

Shakespeare, William, 226

Shoguns, 158

Siberia, 391, 398–399

Slater, Samuel, 288

Slaves: African, 167; in ancient Greece, 67; role of, in Egypt, 52; in North America, 544; Roman, 88, 98; in South America, 528; in Sumer, 38

Slave trade, African, 250–251, 528, 544

Slavic people, 352, 353, 360

Solidarity union, 360

Songhai, kingdom of, 169

Song Rulers, 154

South Africa, Republic of, 463–465

South America, 182, 523–536; elevation map of, 525; land and people of, 524, 526, 528–529; land use map of, 527; and North America, 520–521m. *See also* under specific countries.

Southern Europe, 333–357; elevation map of, 334; land and people of, 334–337; land use map of, 315

South Korea, 486

South Pacific, 505–518; islands

- of, 508m; land and people of, 506–510
- South Pole**, 8, 12
- South and Southeast Asia**, 489–503; elevation map of, 490; land and people of, 491–494; land use map of, 491
- Southwest Asia**, 405–419; elevation map of, 406; land and people of, 406–409; land use map of, 415
- Soviet Union**, 385–400; and Cuba, 552; elevation map of, 389; factories in, 346; formation of, 304–305; government in, 393–394; land use map of, 397; people of, 388–391; regions of, 386–388; resources of, 396–399; vegetation of, 386m; work in, 394–396; Yugoslavia and, 346
- Spain**: conquest of Portugal by, 244; invasion of England by, 245–246; present-day, 340–341; uniting, 228; western empire of, 243, 526, 528, 544
- Stalin**, Joseph, 305
- State farms**, 345
- Steppe**, 387–388, 397
- Suez Canal**, 426, 427
- Sumner**: cities of, 36–39; early life in, 32–34; end of, 38–39; farming in, 32; rulers in, 37, 38
- Sweden**, 380–381
- Switzerland**, 362–364
- Syria**, 410
- T**
- Tang Empire**, 152m, 153–154
- Tanzania**, 453, 455
- Tenochtitlán**, 190m; city of, 190–191; people of, 192; trade in, 191
- Teotihuacán**, 182m; 184g; city of, 184–185; people in, 185–186; religion in, 185; trade in, 185
- Thailand**, 498–499
- Timbuktu**, 169
- Time zones**, world, 392
- Tito**, Josip Broz, 346
- Towns**: growth of, 32–34; in Middle Ages, 214–215
- Trade**: in ancient Greece, 62–63; in Aztec empire, 191; beginnings of, 32, 33, 34; Benin and, 173; in Britain, 375–376; Chinese, 152–153, 155m; control by Europeans of, 243; Dutch, 246; in East Africa, 174, 175, 177, 456–457; European merchants and, 221; in Islamic Empire, 123–124; in Maya culture, 187; in Middle Ages, 213; in Olmec culture, 183–184; in Tenochtitlán, 191; in Teotihuacán, 185; in West Africa, 166–167. *See also* Slave trade.
- Trade routes**: across Asia, 238m; East African, 174m; medieval, 213m; across the Sahara, 171m
- Trevithick**, Richard, 282–283
- Trial by jury**, 215
- Truman**, President Harry, 311
- Tsar of Russia**, 300–301
- Tunisia**, 421, 422, 429, 431
- Turkey**, 410
- Turks**, 124; war against (*See* Crusades). *See also* Ottoman Empire.
- U**
- Uganda**, 457
- Ukraine**, 387, 390, 396–398
- Unions**, 286–287, 360
- Union of Soviet Socialist Republics (USSR)**. *See* Soviet Union.
- United Kingdom**. *See* British Isles.
- United Nations**, 313, 314, 412, 427, 465
- United States**, and cold war, 312; and WW I, 301, 303; and WW II, 309
- V**
- Vatican City**, 343
- Versailles**, Treaty of (1919), 303–304
- Vespucci**, Amerigo, 241
- Vietnam**, 493, 499–500
- Vikings**, 205–206, 378
- Villages**: beginnings of, 31; of India, 136–137, 495–496; in Japan, 157–158; of Maya, 187; Nile Valley farming, 44–45; in southwest Asia, 408; in West Africa, 166, 171–172
- Visigoths**, 202
- W**
- Wales**, 374
- Walesa**, Lech, 360
- Wars**: in ancient Greece, 65, 66; as part of Roman life, 84–86. *See also* Crusades; World War I; World War II.
- Watt**, James, 280, 284–285
- West Africa**, 166, 166m, 168–169, 174–178
- West and Central Africa**: ancient empires in, 166–173, 437–451; elevation map of, 438; land and people of, 438–443; land use map of, 440
- Western Europe**, 319–331; elevation map of, 320; land and people of, 320–323; land use map of, 321
- Western Hemisphere**, 520–521m; *See also* Central America and the Caribbean; Mesoamerica; North America; South America.
- West Germany**, 357
- William and Mary**, of England, 263
- William of Normandy**, 228
- Wilson**, President Woodrow, 303, 304
- Women**: in ancient Greece, 67; and education in Middle Ages, 222; education of Muslim, 431; in Egypt, 50; in Middle Ages, 208; WW I and work of, 298; and WW II, 309–310
- World War I (WW I)**, 297–298, 299m, 300–301; and Central Europe, 353; new weapons and, 298–300; race for empires and, 296–297; Russia and, 300–301; start of, 297; United States and, 301
- World War II (WW II)**, 308–313; and Central Europe, 353; and China, 479; cold war following, 312–313; collapse of Germany in, 311; in east, 312m; numbers killed in, 312; start of, 308; United States involvement in, 309–310; victory in, 310–312; in west, 311m
- Y**
- Yoruba people**, 446–447
- Yugoslavia**, 345–346
- Z**
- Zaire**, 437, 440, 441
- Zen Buddhism**, 158
- Zimbabwe**, 174m, 175, 456; empire of, 176–178
- Zionists**, 410–411

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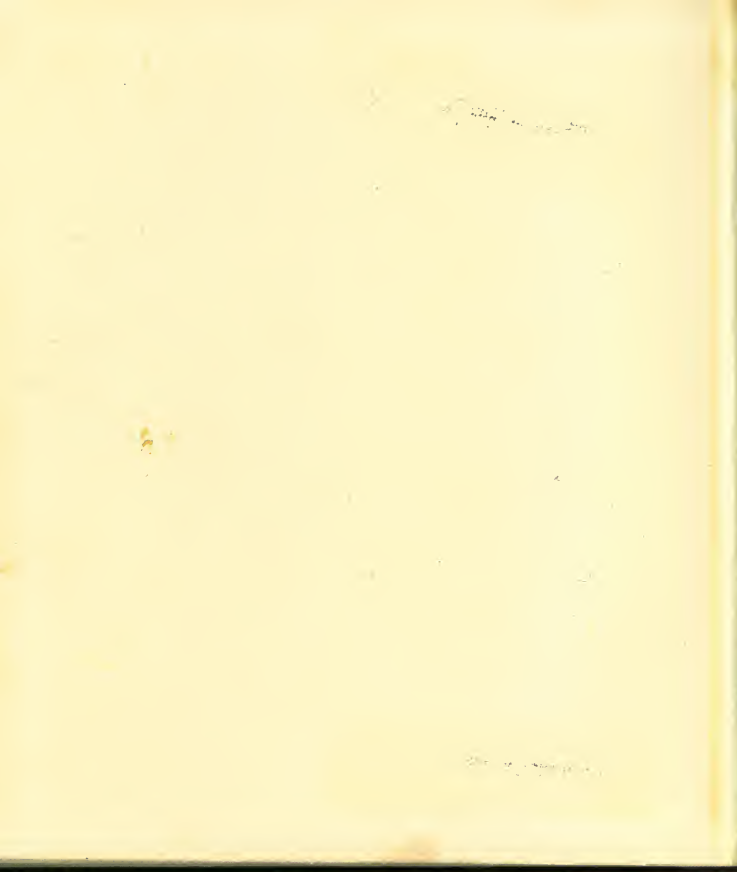
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